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ABSTRACT

Social education in Japan is discussed as to: (1) the problems in social education for each life stage as a result of social change; (2) the present situation and direction future efforts should take with respect to the content, methods, organizations, facilities, and leaders of social education; and (3) the role and major problems of social education administration. As a result of the study, it was found that social education is confronted with various new problems due to such social changes as progress in industrialization, the increase in middle- and old-aged population, the concentration of the population in urban areas, the growing tendency toward the nuclearization of the family, the increase in the educational standard, etc. Roles and problems that social education should deal with in the future are said to be the following: (1) broadening the concept of Social Education; (2) systematization of Social Education from the viewpoint of life-long education; (3) improvement of educational content and methods for meeting the variety of demands; (4) promotion of organized activities and voluntary activities; and (5) increased emphasis on Social Education administration. Annex I, Statistical Data, provides, in tables, data concerning social changes; content of learning, learning activities, etc.; social education facilities; personnel (including professional staff) in social education; and social education expenditures. Annex II lists social education facilities and personnel. (For related document, see AC 014 002.) (DB)

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PREFACE

The following educational activities in Japan may come under the concept of adult education in its widest possible sense:

1. In-school Adult Education
   (1) Those provided by part-time correspondence upper secondary schools and universities intended for the working youth.
   (2) Those provided by what are called miscellaneous schools, which are classified in the School Education Law as the schools providing education similar to formal education.
   (3) School extension courses for adults which are given in school facilities but which do not lead to the regular school credits.

2. Out-of-school Adult Education
   (1) Activities encouraged and assisted by the governmental agencies.
      (a) those under the jurisdiction of the Ministry of Education. (designed directly for the promotion of adult education in general)
      (b) those under the jurisdiction of the other ministries and agencies. (designed for promoting specific objectives of the respective ministries)
   (2) Those undertaken voluntarily by industries and non-governmental organizations without any connection with the governmental agencies.

Under the present education system of Japan, however, school education is strictly defined and clearly distinguished from educational activities other than school education. Accordingly, the term "adult education" is seldom used to cover all those educational activities mentioned above. Instead, the term "Social education" is generally used to mean all education other than school education, and the term "adult education" is used to mean part of social education intended only for adults. Accordingly, adult education in Japan is somewhat different from that in other countries.

Very recently two important advisory organs of the Minister of Education submitted to the Minister recommendations which have vital bearing on the

future direction of adult education in Japan. One of them is "Fundamental policies for the over-all expansion and improvement of school education in future" prepared by the Central Council on Education which is to examine and consider basic matters on education in general. The report of the Council presents a very important plan for the future educational reform, mostly dealing with the innovation of school education. Under the section of the mutual relationship between the role of school education and that of other educational activities, however, it emphasises that home education and social education are to play more important role in the future education system, in view of the fact that an excessive expectation so widely held of school education in the past tended to diminish the total effect of education as a whole. The other is the report on "What social education should be like to cope with the rapid change of social structure" submitted by the Social Education Council, which is to examine and deliberate all the matters conceerning social education. The Council consisting of representatives of various circles had made serious deliberations, meeting 30 times since July 1968. The report clarifies the tasks of social education to meet with the changes of social conditions which come out according to the different stages of life, (e.g. infancy, childhood, adolescence, adult in general, particularly women, and old age), then points out the future direction for the meeting the challenges in regard to the content, methods, organizations, and facilities of social education, and finally deals with the role of the administration of social education and the immediate priorities to be put.

Social education in Japan in future will be promoted in accordance with the recommendations contained in these reports. The latter report is of particular importance as a concrete guideline for the social education in Japan in 1970s.

July, 1972

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Report on

"Social Education in Rapidly Changing Society"

Submitted by

The Social Education Council in April 30, 1971

INTRODUCTION

For more than two years, the Social Education Council has been carrying out careful, thorough deliberations concerning "social education for rapidly changing society" since authorization by the Minister of Education in July, 1968.

Social education in Japan during the postwar years has been provided for the development of democracy on the basis of the ideals and precepts set forth in the Constitution and the Basic Education Law. We must therefore uphold and develop these basic precepts in the future in social education. At the same time, however, society has been undergoing extreme changes. In particular, economic growth and tecl nological progress during the past decade have caused rapid changes in social structure, as evidenced by such phenomena as the growth in the population of middle- and old aged people, intensified concentration of population in urban areas, accelerated nuclearization of the family, improvement of educational background, etc. In addition, everyday life has become more and more affluent materially, the range of contact with information had been increased, leisure time has increased, and both mental and physical opportunities have grown remarkably. On the other hand, however, there have arisen such undesirable phenomena as the loss of individuality, alienation, a generation gap, decline in regional solidarity, increased traffic accidents, pollution, and the destruction of nature.

With such extreme changes, each person has been faced with new problems in life and has new demands for learning at each stage of life. In short, people in every age group are seeking incessant self-improvement an independent, full life, andasense of solidarity. Accordingly, increasingly greater expectation is being placed on social education which will systematically promote self-study and public education and provide the people with ample

opportunity such education. In order to live up to such expectations, this Council has produced the following recommendations after clarifying the accomplishments and problems of social education in the past and studying basic policies for the promotion of social education in the future.

Previously, there has been a tendency to consider social education in a rather narrow sense. In considering social education for the future, however, it is essential to take a broader view which includes every type of learning activity in daily life. Since such social education depends on voluntary learning activities, it is therefore important for its promotion to deepen the understanding of social education.

In such a framework, this Council has emphasized measures to have the people in general as well as those concerned with social education gain an adequate understanding of social education and has endeavored to clarify comprehensively and systematically the requirements of social education in the future. That is, in dealing with the social education, consideration has first been given to the problems in social education for each period of life that have arisen as a consequence of changes in social conditions, and then the present situation has been analyzed and a suitable direction for efforts in the future has been presented with respect to the content, methods, organizations, facilities, and leaders of social education. And finally, on the basis of such considerations, the role and major problems of social education administration have been dealt with.

We hope that these recommendations will be effectively utilized by those concerned with social education and all other people as a guide in considering future social education and will be fully translated into actual administrative measures, thus contributing to a significant promotion of social education.

In addition, in presenting these recommendations, we would like the reader to keep in mind the following points.

(1) While it will become necessary in the future to draw up an overall program of education, including school education, from the viewpoint of life-long education, social education should be properly organized and efforts should be made for the development of administrative measures for social education, in view of the important roles to be played by social education in lifelong education in the future.

(2) Although the problems are arranged as comprehensively as possible in this report so that future problems are pointed out only in a general way, it is

necessary to study more specific measures, including amendments of the relevant laws and ordinances currently in force.

(3) In promoting social education by dealing with unprecedentedly rapid social changes, we should not be satisfied merely with seeking models from examples of past years or foreign countries, but should also produce constructive, practical studies on the basis of a long-range outlook and establish measures adapted to the actual conditions of Japanese society.

(4) Although little reference was made, in the deliberations of this Council to problems in such fields as politics, religion, mass communications, etc., which have a substantial influence on social education, it is desirable for those concerned with these fields to realize their respective roles and contribute to the development of social education.

Part I.
Changes in Social Conditions and Social Education

People living in contemporary society, which is undergoing extremely rapid change, are confronted with numerous problems, many of which should be dealt with in terms of education. An analysis will therefore be made of structural changes in contemporary society, followed by a general survey of problems in social education due to such changes.

1. Changes in Social Conditions and Education

The following changes, under way in contemporary society are producing various educational problems.

(1) Population Structure

Because of rapid changes in the population structure and the decline in both the birth and death rates, the population structure of Japan has been rapidly shifting to a pattern in which the average age is increasing. Coupled with the trend for a higher degree of education, it has resulted in a shortage of young workers, so that a call has been made for the development of human resources, improvement of the qualifications of people, and effective use of middle- and old-age workers and the latent work force. This in turn gives rise to such problems as the lack of home education due to the trend for housewives to accept employment, for job desertion or transfer on the part of working youths, etc. And the increasing average age of the population raises the question, for housewives and old people, of how to spend their leisure time and retirement years. It will be a problem for the future generation to effectively use leisure time for personal development. The role of education will be very important in solving these questions.

(2) Family Life

The family structure at present tends not only toward a decline in the number of children per family but also toward a noticeable nuclearization of the family. With the household becoming the consumption unit as a result of changes in the industrial structure,

there is less opportunity for children to spend time with their parents, observing their parents' work, and working together with them. Moreover, in addition to such developments as the diffusion of durable consumer goods, reduction of the housekeeping workload, etc., new phenomena are arising, such as "home first principle," an increase in the number of housewives accepting employment, the others being overly concerned about their children's education, the discontinuity between generations, a decline in the home's function as a place of training, and increased desire for more consumption, thus producing related educational problems. Radio and television are also making an inroad into home life, exerting an immense impact on home life and the attitudes of young people. One of the greatest tasks for education is how to deal with such trends and how to effectively use them to promote study.

(3) Urbanization

Together with the noticeable urbanization phenomenon and the concentration of population in urban areas, such problems have been caused as the loss of an appreciation for nature, traffic accidents, pollution, etc., and the urbanized mode of life and indivualism are spreading throughout Japan. It has become urgent to find the best way to cope with these problems. At the same time, the development of mammoth cities and the increasing number of commuters have necessitated the development of social education covering a wide region.

The people, especially young people, flowing into urban areas often suffer loneliness or temptations in cities after failing to adapt themselves to the new environment. Furthermore, attention was previously drawn only to young people flowing into urban areas from rural villages, but an entirely different type of young people have been on the increase: those who were born and brought up in urban areas, who lack a knowledge of nature and the feeling of having a hometown. Thus an important educational problem is how to best deal with such problems of young people in urban areas.

In addition, although sparsely populated areas have been increasing along with the trend toward urbanization, it has become more and

more urgent to promote education in those areas, where people do not have an adequate opportunity for study.

(4) Higher Degree of Education

There has also been a conspicuous tendency for people to seek a higher education and for the general standard of educational attainment to increase. There has been an increase in the number of people with more desire and ability to learn, and therefore the types of study demanded by people have naturally increased. At the same time, however, this often results in the overburdening of students in school and an increase in the number of students who fail to adapt to school life. Consequently, social education should be kept in a close cooperative relationship with school education, with improved content and methods, and serious consideration should be given to the question of how to educate the people thus effected.

(5) Industrialization and the Spread of Information

Along with the remarkable progress in technical innovation and changes in the employment structure, as seen in the decrease of primary industry workers and the growth of second and tertiary industries, large organizations have been expanding. As this process of industrialization continues, the problem of alienation is also becoming serious, as expressed in such phrases as "cog in the system," "watchdog of machines," "the solitary multitude," etc. In the meantime, the outstanding growth of such mass media as newspapers, magazines, radio, and television, has lead to the increasingly rapid dissemination of information, a tendency toward individualism, and feelings of being lost in a sea of information and the heavy pressure of prevalent fashions, as well as confusion in regard to values and hostility between individuals in society.

(6) Internationalization

In pace with the progress of industrialization and the resultant rise in the economic standard of the country, Japan's international status has improved and her international responsibility has been growing heavier. Together with epoch-making advances in transportation and communication, international relations have been strengthened in terms of politics, economics, and culture. People in one country have been linked more closely than before, directly and indirectly, with

people in all other countries in the world. Since international exchange, influences, and cooperation have become unavoidable in regard to raw materials, personnel, values, and information, there is also the necessity in education for broader consideration from an international viewpoint.

2. Life-Long Education and Social Education

(1) Changes in Society and Life-Long Education

In order to cope with the fast pace of present-day change and to maximally develop personal individuality and ability as well, it is necessary for people to take advantage of every available opportunity for learning. Particilarly if consideration is given to such conditions as the prolongation of life, the increase in leisure time, etc., as one aspect of change in social structure, it becomes necessary to provide people with as many opportunities as possible for life-long study. And in a changing society, there are a growing number of people who fail to adapt themselves to change, various types of tensions and problems are arising out of the changes, and consequently educational demand is being diversified and increasing in level. In order to cope with such a situation, it is essential to take effective steps from the viewpoint of education as a whole and in terms of life-long education.

Although the need for life-long education has been realized from the fact that in rapidly changing society even those who have received an education of the highest level must continue to acquire new knowledge and skills the concept of life-long education requires not only continuing study all through life, but also the integration of home education, school education, and social education.

With exceedingly rapid, large-scale social changes, however, education cannot keep pace with society in some respects, and fails to play a pioneering role in society in other respects. There is also a tendency for an excessive burden or expectation to be placed on school education alone, with the above-mentioned triple relationship being lost sight of. Inefficiency and duplication arise at times among these three types of education, while there are certain issues that are not faced by any of them. It may be said that every phase of education

is now being pressed by the need for re-examination from the viewpoint of life-long education.

(2) Life-Long Education and Social Education

Because of the need for dealing with diverse educational problems ranging over the whole of life, school education alone, being limited to a prescribed period, is inadequate, and it is important to provide people with a flexible type of education that can meet the ever-changing multifarious demands from individuals and communities. Accordingly, the role to be played by social education in life-long education must be considered enormous. In addition, social education should not only adapt itself to change, but also positively develop human resources and play a pioneering role in society.

Moreover, conditions which can favorably function in the diffusion and advancement of social education, if properly utilized, are also growing, such as improved financial capability and increased leisure time due to increases in general economic well-being, increased ability and desire to study, an increase in the number of schools and teachers as a result of diffusion of school education, and increased non-school educational influences and methods brought about by the greater availability of information.

(3) Significance of Social Education

The term social education is often associated only with the activities of such organizations as youth associations, women's associations, etc., those of such establishments as public halls, libraries, etc. and those of various types of classes and training courses. And the possibility cannot be ignored that the linguistic meaning of the general term "education" may lead simply to its association with a passive form of study or overly serious study content, as illustrated by the predominance of lectures, etc.

There will probably be no change in the future in the important role played by such conventional activities in social education, but if we insist on limiting social education to such a narrow range of activities, we will be unable to live up to the general expectations for social education in the rapidly changing society of the future. Social education in the future should be broadly understood as a general term for all activities aimed at educationally improving various types

of study in every available opportunity and place in the people's life. With respect to social education it is necessary to understand that it should be provided for both young and old, that it should include content ranging from basic to advanced, that should range from individual study through the reading of books or watching of educational television programs to discussion with friends or participation in group sports, and that the content should include not only intellectual subjects but also physical training and cultural activities.

However, even though the scope of social education should in increased, this does not necessarily mean that all learning activities should be regarded as social education. It should not be forgotten that the mutual interrelation the desire for study, activities, and efforts for educational improvement is inherent to the concept of social education.

3. Problems of Social Education in Each Period of Life

If the idea of social education is understood in the borad sense stated above, it may be said that there is ample opportunity for it at present. However, there is a tendency toward regional imbalance, inadequate use due to lack of desire to learn, and unsatisfactory content. There is also a tendency for non-educational influences to be too strong for social education to cope with. If these tendencies are taken into consideration, it can not necessarily be said that there are very many people today participating in social education with an active interest in study, or that people have adequate opportunity for social education. Inasmuch as social education must be based on each individual's voluntary desire to study, it is essential for the promotion of social education to correct the above-mentioned tendencies, arouse the people's desire to study, an provide people with as many opportunities and places as possible to satisfy their desire for learning.

In order to provide people with adequate opportunity for social education, it is imperative first of all to determine what people want to study by discovering the problems they are faced with in each period of life and the type of study they need to solve those problems. We will

therefore suggest goals for social education for each period of life in the following.

(1) Infants and Small Children

Education during infancy and childhood contributes in many ways to character building which affects the whole life of each individual. It is said that this period is the most vital period in life for psychological and social education and therefore that the development of basic living habits is accomplished during this period. Education during this period is provided chiefly by parents at home. Home education, which is the education by parents of their children, is related to social education through adult education, in which the knowledge, skills, and attitudes required of parents in providing an adequate education for their children are learned. Although such study by adults in carried out through contact with mass media and at various other places and opportunities, home education classes have been established, for systematic study and are being attended by many parents. However, probably because these classes are mostly held at elementary and lower secondary schools, the problems dealt with there are mainly related to the education of children of school age, with little attention given to the education of infants and small children in spite of its extreme importance.

Rapid social change has produced confusion in values and in the concept of education for children. Moreover, the recent upsurgence of the home-first principle results in some cases in the emotionalization of home life, in a lack of social training at home, and in irresponsible non-intervention and unnecessary over-protection of infants and small children. Due consideration must be given in the future to the improvement of parental understanding of how children during this period should be stabilized emotionally and trained in the basic habits of life, on the one hand, and of how children's independence and creativity should be developed, on the other. Furthermore, although it has been advocated that children's education should begin from birth, it is desirable to have parents study the education of infants and small children before their children are born, i.e., in the pre-marriage period, newly-married period, or the period of pregnancy.

The decline in the number of family members attributed to the drop in the birth rate and the trend toward nuclearization of the family in recent years has resulted in a reduction in the role of home life in the training of small children. As a means of making up for this deficiency, it is desirable to take such steps as the encouragement of group play, the establishment and expansion of playgrounds, etc., and adequate attention should be paid to their relationship with activities in kindergartens, nurseries, etc.

(2) Children

In terms of social education, children include those attending elementary and lower secondary schools. Generalizations can hardly be made in the case of children because of the great differences in maturity between elementary and lower secondary school children, but generally speaking they are attending school for study while under parental protection, and they gain exprience in social life through contact with their friends and adults in the neighborhood and local community. That is, character building in this period takes place in the home, school, and society, as determined by the educational function of these three influences.

In the past, there was a tendency in Japan for so much expectation to be placed on formal education that the educational role of the home and society was not fully realized and the inter relationship of these three types of education was lost sight of. It is all too obvious that such a tendency is apt to create problems undesirable in the overall growth of children. Moreover, recent rapid change in the social structure has been creating new problems for the education of children. Various factors hindering the growth of children are steadily increasing, such as deteriorated educational conditions in the home as a result of the nuclearization of the family, separation from nature as a result of urbanization, a deluge of unwholesome influences through mass media, traffic accidents, sharp increases in various types of pollution, etc. In such circumstances, in order to enable all children to grow up soundly both mentally and physically, it is vitally important for education at home, at school, and in society to be

provided in a balanced way which does not compromise the unique roles of each type.

After home education during early childhoold, education in this period has an extremely important role because during this peiord the qualities which make the basis of human character, such as the way of feeling and thinking about things and personal values and basic habits are gradually built up in the course of home life. In view of the defects of home education pointed out in recent years, such as inadequate discipline and the over-protection of children, which were caused by vascillation in parental attitudes toward education, it is of great importance to reevaluate the significance and role of home education for children so that the essential educational functions of the home can be fully realized.

The education of children as a kind of social education, the importance of which has gradually come to be recognized as a result of changes in the educational environment surrounding children, has its peculiar significance in having children master what can not be learned in education at home and school, through experiences gained in the local community, etc. This category of child education is characterized by the fact that all the activities are carried out voluntarily by the children, with emphasis on participation in groups composed of children of different ages, social training based on the idea of cooperation, play and training in nature, continuous pursuit of interests, etc.

The most naive activities in child education can be seen when children are playing freely with their friends in the neighborhood. It may be said that an important goal of the education of children is to ensure adequate opportunity for such play. It may be said that children's organizations are those in which such play groups have gradually been enlarged and organized, and that child education facilities are those developed from playgrounds and equipped with facilities with cultural and educational aims. These children's organizations and educational facilities play a vital role in generalizing and deepening child education. At present, there are various types of children's organizations with different objectives and various education facilities, but their number of both organizations and facilities is far too small, because the significance of child education has not been fully realized yet. In order to promote child education, it is urgent to strive for the development of children's organizations and, at the same time, to step up the expansion and establishment of child education facilities, including the playgrounds and places for sports, outdoor, and cultural activities.

In regard to children's organizations, special consideration should be given to the role of the leaders. The activities of children's organizations are conducted on the initiative of the children themselves, but it is difficult for them to choose the most suitable activities on their own discretion, judging from the level of their maturity. Therefore, it is necessary for the leaders to watch their activities so as to provide them with advice, guidance, and assistance,

directly or indirectly. Consequently, in establishing children's organizations, positive measures must be taken to provide suitable leaders.

Another important problem in the sound growth of children is the provision and improvement of cultural activities for them. An important role is played in their personal development by the fine arts, literature, music, theatrical plays, magazines, movies, television, etc., which they are interested in. Accordingly, it is essential to encourage children to take an active part in cultural activities which will enrich their personality and cultivate positive attitudes and interests, and to arouse the interest of people in the promotion of such cultural activities and the improvement of the content of the mass media for children.

(3) Young Adults

For the purposes of social education, it is customary to define as young adults those, in the age group ranging from the completion of cumpulsory education to25 years of age. As educational institutions for these youths, there are upper secondary schools, technical colleges, junior colleges, and universities; and in addition, mainly for the benefit of systematic study by workers, there are young adult classes, miscellaneous schools, vocational training, on-the-job training, correspondence education, as well as various organizations for voluntarily study activities. Furthermore, as major places for study activities there are public halls, libraries, youth centers, sports facilities, working youth centers, managerial training farms, etc. These institutions play a large role in young adult activities in Japan. It is also possible to study many things through the mass media and by taking advantage of every opportunity in daily life. That is, there are very many opportunities for voluntary and individual study.

Although both minors and those who have come to age are included in the category of young adults, their interests and problems differ according to their age, sex, and living conditions. Nonetheless, common changes apparent in the life of young adults as a result of contemporary social change and the accompanying educational problems will be presented in the following.

The first change is related to the concentration of young adults in

urban areas. The serious decline of primary industry and the growth of secondary and tertiary industries has prompted job transfer on the part of young workers and the concentration of students in universities in large cities. What is discernable in all of these young people is the suffering caused by the failure to satisfy their desires in an entirely changed living environment and their feeling of alienation or loneliness stemming from difficulty in adapting themselves to urban society. Therefore, it is desirable to promote further the ability of young people to adapt to urban life and to live independently with flexible values. What is particularly necessary is to promote various organizational activities based on the fraternal human relations for the purpose of making friends. Moreover, since many of these young workers are employed by medium and small sized enterprises whose economic basis is rather unstable, the phenomena of readily quitting or changing jobs and/or getting into trouble due to dissatisfaction and mental instability have appeared. Accordingly, serious efforts for the orientation of new employes, improved on-the-job education, establishment of personal consultation services, etc., must be made.

Meanwhile, with the concentration of population in urban areas producing sparsely populated areas in rural districts, there are many young people working on farms who suffer from loneliness and feel uneasy and restless in the face of the unstable future of agriculture and various problems in agricultural management. It is also very important to provide these youths with opportunities to make friends and study things related to their work and life.

The second change is related to the increase of the leisure time of young people. Youths working in small enterprises do not always have enough leisure time, but in general leisure time have been steadily increasing, particularly because of the modernization of enterprises. It is therefore a problem how to spend such leisure time. At present, leisure is spent in passive contact with television programs or indulgence in commercial entertainment, but it is more desirable to make effective use of such time for cultural and personal activities to enrich their life, to acquire more knowledge and skills, to gain more contact with nature, sports, recreation, social service, etc. In

view of the decline in the physical strength of young people in spite of the improvement of toher physical characteristics it will be vital to make use of leisure for physical exercise.

The third change is related to the thinking of young people. Contemporary young adults are generally independent and practical-minded and their positive attitutde toward the development of the creative values must be highly appraised, but at the same time their inclination toward extremely realistic, materialistic, sensory, and pleasure-seeking values has been pointed out as a serious problem. This refers to the tendency to be concerned with the immediate future instead of the long-range future, placing first priority on money and seeking momentary pleasures without thinking about things deeply. And various violent crimes of a vicious nature and anti-social and unsocial behavior through addiction to thinner inhalation, etc. are also frequent. These are tendencies common to those born in the postwar years all over the world.

The young adult period is a transitional period during which young people become independent adults both mentally and physically, and during which have great potentiality for the future. Therefore, it is imperative to encourage young people to study and think about the life they want for themselves, to cultivate a modest attitude, and to strive for creative self-development and the maintenance of good traditions.

In view of the foregoing considerations, it is particularly important in the future to encourage the provision of various types of classes and training courses for the acquisition of relevant knowledge and skills,to promote various organizational activities to help young people to realize their role and responsibilities in society, and to establish and expand facilities such as youth centers, etc., for mental and physical training and for building a spirit of discipline and cooperation. In addition, the recent rise in the number of youths attending upper secondary schools and universities results in prolonged student life, thus delaying their social independence. The criticism has been made that. formal education has been placing such excessive emphasis on intellectual training that adequate training has not been furnished in the field of personal development. Therefore it is necessary to

increase the opportunities for social training through various organizational activities outside the school and through the use of youth centers. And it is also desirable to step up the training of leaders to encourage and promote study by young people, to expand such projects as international interchange for the purpose of broadening knowledge, and to improve the intellectual abilities of those who will live in the 21st Century.

In addition, various projects under the jurisdiction of such administrative agencies as the Ministry of Welfare, Ministry of Agriculture & Forestry, Ministry of International Trade & Industry. Ministry of Labor, Ministry of Justice, etc., other than those existing today, also have a close bearing on the study activities of young people. It is therefore desirable for social education administration to consider from a comprehensive viewpoint youth education projects under the jurisdiction of these other administrative agencies.

(4) Adults

a. Adults in General

For the purposes of social education, a clear-cut distinction is not necessarily made between young people and adults, but generally speaking those people whose social independence and responsibility have been recognized in public may be considered adults. The problems of women and the aged, which are peculiar even among those of adults, will be handled separately. A number of important factors that should be borne in mind in dealing with problems in social education common to all adults will be summaried in the following.

First, with rapid social change, the idea that schools exist only for children and young people must be abandoned. Education does not end with the formal education provided during a defined age period, but such education has a complementary relationship with social education. Schools which can systematically provide high- level knowledge and skills should be opened not only to children and young people but also to all adults. Meanwhile, since schools can provide people with the general cultural knowledge required by a society in which the trend is growing for specialization and division of business, cooperation

between schools and social education becomes more and more urgent. It is vital for universities, upper secondary schools, etc., to provide adults with the opportunity to receive education through school extension courses, correspondence courses, radio and television education, night school, etc., and to establish a system in which adult members of society can return to school after graduation whenever they desire to study.

Second, what is most important in a materially affluent society with abundant information and leisure is "mental affluence." Ways of overcoming alienation, restoring humanity, developing ability to make wise choices, and finding a life worth living must be sought, and the role of social education in this regard is vital. The development of regional solidarity, a national consensus, and international awareness are required, and it is necessary to free people from the passive feeling which they tend to suffer from as a cog in a system or machine. For the purpose of attaining these goals, group activities which provide personal contact will play a more and more important role in the future. Also, by acquiring the newly emerging knowledge and technology, deepening human feelings, and improving their culture, people will be able to enrich their life and overcome their feelings of isolation. Accordingly, facilities for the attainment of these objectives must be established and increased. And a means of promoting sports and recreation must be sought for the sake of adults, who tend to be kept away from nature and physical activity in urban life. In addition, working adults obtain knowledge and information mainly through contact with books, newspapers, radio, television, etc., or through association with their fellow workers, but it is not adequate to leave the education of these adults to such unsystematic learning in these days when on-the-job training and education have become common.

Third, it is extremely important from an educational viewpoint for adults to take an active part in social education in realization of the importance of social education, to render service as voluntary leaders in the social education of children and young adults, and to discharge their responsibility in home education.

The value of adult study lies not only in improving themselves and their culture, but also in exerting a large influence on society, the home and particularly on children and young adults through their attitude toward active study.

b. Women

Women are usually involved in the management of the home by getting married, raising children, and doing housework. Due to recent social changes, however, the position and life of women have undergone changes, as well as the general mode of home life, which has a profound infleunce on women.

Women's life has changed as a result of the decline in the average number of children and the prolongation of life. Women used to spend the greater part of their life in the raising of children and housekeeping, but now mothers are still in their forties when their youngest children reach 20 years of age, and they still have 30 to 40 years of life as middle-aged and aged citizens. In family life, too, the nuclearization of the family has resulted in smaller families, composed of the husband, the wife, and their children. Moreover, the workload of housewives has been greatly reduced due to the availability of electric appliances, ready-made clothes, instant food, etc. Such changes have increased the smount of leisure in daily life. Furthermore, mass production and consumption in the economic community has greatly changed the pattern of spending in the family life. In the meantime, with alienation growing more and more serious in social life, it has become much more important for the home to function as a source of spiritual stability and vitality.

In order to cope with such changes in the life of women and in family life, the following problems must be kept in mind in considering education for women.

First, educational activities for women take the form of activities in various groups and clubs as well as in women's classes, training courses, organizations, and spots activities. Most of the education in women's classes is related to family life, that is, family economics, diet management, clothing, housing, health, family relations, and the life cycle. There has also been a considerable

increase in education to make wives for becoming "wise consumers." Such basic courses related to women's life should be further increased in the future. The amount and influence of study by individual women via television, radio, newspapers, magazines, etc. are also great. Careful consideration should also be given to study methods and the selection and use of the information provided to housewives through these media.

Second, housewives form the majority of the day-time population in urban districts and are a key work force in rural villages, thus functioning as the center of life in residential areas in both cases. Expectations are placed on these women for the development of voluntary activities to build up a sense of solidarity in each district. It is therefore desirable to establish and improve facilities for such activities.

Third, in regard to the employment housewives, women should use their own judgment and select work by themselves. At present, married women take outside jobs mostly in their late forties and early fifties, but most of these women lack employment experience and lack vocational knowledge and skills. Accordingly, it is necessary to provide them with opportunities for the acquisition of vocational knowledge and for the improvement of their ability to select suitable work. At the same time, it is desirable to train specialized leaders to meet this need. Since a larger number of women are expected in the future to accept employment before getting married, adequate consideration must begiven to educational measures to enable them to be reemployed even after quitting their jobs temporarily for child raising and other reasons.

In additon, in providing education for women, adequate coordination must be made with the various measures taken by other Government agencies with respect to the employment of women, the improvement of the living environment of farming and fishery housholds, the protection of consumers, etc.

c. Aged People

In regard to aged people, a number of new problems are emerging as a result of rapid social change. Most aged people

have retired and have lost a stable source of income. With their inability to expect support from their children and with the recent rises in the cost of living, they are experiencing financial difficulty. And such phenomena have appeared as the increase of leisure time for aged people as a result of the noticeable prolongation of life, the tendency for the average age of the population to increase due to the growth of the population of aged people and the decrease in the number of births, and a phenomenal growth in the number of old couple households and single old people's households due to the nuclearization of the family. Therefore, it is a major problem as to how to free old people from loneliness and provide them with a life worth living. Consequently, it is important to actively promote educational measures concerning the life of aged people to provide education for social adaptation, mental and emotional stabilization, etc., in addition to measures for medical care, welfare, and employment. Study activities for aged people have in the past been provided through special classes and gatherings, old people's clubs, friendship societies, etc. In the future, however, education for aged people should be conducted to help them to develop social ability suited to narrow the generation gap, and to lead are meaningful life. Since individual differences among aged people are quite large according to their sex, health, financial ability, and social status, for aged people must be provided in consideration of these differences according to the needs of the various age groups and individual requirements.

In addition, as for the content of education for aged people such subjects should be included as vocational training for reemployment, health and sanitation, hobbies and cultural activities for meaningful leisure time, current events to give them an understanding of social change, matters related to the understanding of the younger generations, making friends for conversation and the enjoyment of recreation, the education of grand-children, the guidance of children's clubs in the local community, and various other social serives.

In addition, warm consideration and attentive assistance on the

part of the home and society are necessary in order to help aged people to continue learning and leading a meaningful life.

Part II.
Direction of Promotion of Social Education

In part I, a general survey was made of the rapid changes in social structure and of the accompanying problems in social education for each period of life. In this part, the viewpoint will be changed to study the present situation and problems in social education in terms of content, methods, organizations, facilities, and leaders, and to indicate a suitable direction for the future.

1. Content of Social Education

(1) Present Content

Content Demanded by the Public

a. The content of social education extends over a wide and divergent range in accordance with the diverse positions and demands of the learners. Generally speaking, "soft" subjects are prefered, such as amusements, novels, music, recreation, sports, etc., which are not usually called "study" and in which effort is not required for attainment. At the same time, however, there has also been a gradually growing demand for systematic and advanced content, active physical activities, and group training. For example, participation in extension courses and lecture meetings provided by universities and other institutions, affiliation with various groups, use of miscellaneous schools, social correspondence education and training courses, and the content of educational projects provided by various governmental agencies and on-the-job educational projects clearly indicate that there is a growing demand for a wide variety of advanced courses and systematic, purposeful, and active study activity.

b. It is hard to quantitatively determine the entire picture of social education at present and analyze its content, but if one should try to arrange and classify the content, he would find that it extends over a very wide area, including "that related to culture and hobbies,physical training and recreation, home life and home education, professional and work activities, daily life, etc.

(2) Changes in Social Conditions and Educational Content

Nowadays, in step with scientific and cultural progress and with the systematization and volgarization of society, the dangers of alientation, selfishness, and social misery have increased. In future years, therefore, it is essential to restore human considerations on the basis of insights into the world and human nature, to make effective use of extra time and money for the further improvement of life, and to eliminate incluences leading to the alienation, mechanization, and passivization of people through the improvement of society and the aleviation of tensions between work and other human needs. Needless to say, in order to keep pace with rapid social change, the content of social education should be considered dynamically. That is, it must be borne in mind that people vary according to age and position and that the content of education must be of high quality in all cases.

a. Education for the Improvement of General Knowledge and Human Values

In order to restore humanness, personal development must be made possible through the improvement of general knowledge and human values in order to develop meaningful individuality. It is particularly important for people to maintain contact with great art and cultural assets and deepen their scientific knowledge of nature and society in order to develop a rational and positive attitude toward them. It is also necessary to bear in mind that a positive attitude toward study and creativity in a vital preveguisite for the promotion of personal in individuality.

b. Education in Physical Education and Recreation

At present, with the process of urbanization and mechanization in progress, there is a tendency for active physical activity and association with friends to assume a secondary place in life. It is therefore, vital to increase physical education and recreational activities and emphasize contact with nature.

c. Education for the Promotion of Home Education and the Improvement of Home Life

Changes in the organization and role of the home caused by chaos in social values, over expectation in and dependence on formal education, the nuclearization of the family, and the drop in the number of children per family have resulted in a loss of parential authority and

self-confidence on the one hand and in distortion of home educational on the other, as seen in the growing over-protection of children and young adults and the lack of social training.

In such a situation, it is necessary for parents to adequately understand the necessity of child training at home and to adapt home educational activities to current needs. It is therefore important for parents to study child education, which should be actively promoted. Since the home forms the foundation of human life, it is important to increase the study of home life and strive for its improvement.

d. Education for the Improvement of Vocational Knowledge and Skills

As a result of technical innovation and changes in the employment structure, various problems related to social education have been created. These problems include the increase of specialized, technical, and managerial jobs, the movement of people from rural villages to urban areas, qualitative changes in farm work, the modernization of agricultural methods and management, the employment of middle-aged and old aged workers, the development and effective use of women's ability, etc.

In such circumstances, education in vocational knowledge and skills, such as on-the-job training for those engaged in specialized jobs, including business managers, the education of workers to improve their ability and output, the education of young workers, the education of agricultural workers and their children, the education of adults for re-employment, the education of housewives for employment, etc., must be increased through social education in the future. At the same time, social education should not be restricted to vocational education, but should also help people to devleop their own professional philosophy and improve their abilities in order to lead a more meaningful professional life.

e. Education for the Development of Civic Consciousness and Social Solidarity

It is undeniable that, with progress in the industrialization and urbanization processes, human relations have been weakened and an attitude of indifference toward or rejection of society and politics and a trend toward selfish thinking and acting have developed. As a consequence, great friction has been generated in various aspects of social

life.

It is important for people to develop better human character to deal with such conditions, to assume a more active role in society, to take an active part in the formation of a better local community with respect for the rights and duties of others, and to take more interest in the country and society.

f. Education for the Development of International Awareness

Since the relations of Japan with the rest of the world are becoming closer, there is a growing need for a rational understanding of the world and peace and for international awareness. The Japanese people have been the victims of narrow-minded insularism and excessive admiration of realistically and make their own contribution to the world. Consequently, in social education in the future, it is vital to increase international awareness and promote international understanding and cooperation, while maintaining an understanding and pride in Japanese culture.

2. Methods of Social Education

(1) Existing Methods

a. Types of Study

As types of study, there is that in which a number of people study in a group, and that in which the individual studies by himself.

The former is further divided according to the aim and subject of study, into the type in which people may participate at their own free will each time and the group type, in which the participants are systematically assembled and their assembly itself is considered educationally assembled and their assembly itself is considered educationally significant. Lectures, music concerts, movies, etc., come under the former category, while group courses, classes, training courses, residential training at youth centers, etc., come under the latter category.

There are two categories also for study performed on an individual basis. One is personal study, in which each individual studies at his own discretion using such media as books, magazines, broadcasts, etc., which are readily available. Correspondence education, which is an example of this type of personal study, is characterized by study

with guidance through correspondence. The other category of personal study is that in which each individual uses the facilities. The type of study in which each individual uses materials at a library or museum as a means of solving the particular problems he is confronted with or visits an exhibition hall is study of this type.

b. Study Methods and Materials

There are various methods of study, including debates, book reading, practical training, experiments, demonstrations, dramatization, inspections, surveys, trial manufacture of materials, sports and games, etc., as well as the conventional school lessons and lectures.

In addition, in social education, the materials used in study play a big role. As materials, the most extensive use has been made of conventional printed materials, but since World War II, movies and slides have been introduced and actively used in Japan, and various audio-visual materials with excellent characteristics (overhead projectors, recorders, radios, televisions, video tape recorders, etc.) have also come into use.

(2) Changes in Social Conditions and Methods

In taking into consideration trends in the people's life and changes in social conditions in the future, the following problems can be pointed out in regard to methods.

a. Increasing the Desire to Study

At present, the desire to study has gradually been increasing, but this is noticeable only among those with higher education who are engaged in specialized work, and there are still many people who are indifferent to study. Accordingly, it is vital to furnish information about opportunities for various types of study and to increase the desire to study by making effective use of proper study methods and materials, in order that all people may be able to take part in social education activities. In addition, in view of the great role played by the system of skill tests, etc., in raising and prolonging the desire to study, it is desirable to take steps for its expansion.

b. Promotion of Individual Study

The need for individual study will continue to grow in the future, as the content of study demanded by people will be further diversified and the development of individuality will become more important.

Consequently, the role of educational broadcasts, correspondence courses, and various social education facilities will grow larger and larger. Educational broadcasts have the feature of furnishing materials for study to homes and work sites directly through sound and image, whereas correspondence courses have the peculiar characteristics that interested persons can study at their own pace and can make personal contact with the instructors. It is necessary in the future to increase the people's knowledge about these methods, make efforts for their diffusion, and promote their expansion and improvement. And as to social education facilities, it is necessary to expand the various means of facilitating individual study by establishing a system for meeting individual requests for counseling and by taking other measures.

c. Expansion of Formal Group Study

Formal Group Study, in which excellent lecturers can be invited, in which concentrated study is possible, and in which effective use can be made of materials, is suitable for acquiring specialized knowledge and skills. In this respect, educational achievement which can not be obtained in individual study can be expected. Accordingly, it is necessary to increase group study in various fields in terms of both content and opportunity.

School extension courses, particularly those in which universities, upper secondary schools, etc., open their educational facilities to the public area a form of group study, and are characterized by their great ability to respond to the demand for specialized study on an advanced level. It is therefore desirable to promote them.

d. Expansion of Informal Group Study

Informal group study is significant in having the participants jointly consider problems connected with action and practise, give attention to common problems, and develop a common consciousness.

Study performed in groups, organizations, classes, etc., has a unique significance as group study. Sports, recreation, etc., are possible only as group activities in most cases. At present, when people are gradually losing a sense of solidarity, it is vital to expand this type of activity more and more in the future.

e. Active Use of Study Materials

In social education in the future, people from all parts of society

should be urged to participate, and at the same time it will be necessary to provide more advanced level content. What requires attention in this regard is the educational value of audio-visual materials. By making effective use of such materials, it is possible to encourage people to study, explain the content in an interesting and understandable way, provide people with the latest information and even enlarge the audience of lectures and addresses to offer them to many people simultaneously.

Recently, active research has been carried out in educational technology to improve the results of study through the comprehensive use of various types of educational implements. It is therefore necessary to watch such trends carefully and actively use the results of such research.

3. Social Education Organizations

(1) Existing Organizations

Organizations Related to Social Education

a. Under the Social Education Law, organizations related to social education are defined as "organizations which are not placed under public control and mainly carry out projects related to social education, whether they are legal persons or not." Although there are a large variety of organizations in this category, they may be classified roughly into the following three categories.

(a) Organizations for Member Study and Advancement

As organizations stressing the study and advancement of their members, there are regional organizations and other types of bodies formed by interested persons. Regional organizations include children's clubs composed chiefly of elementary and secondary school pupils, regional youth associations formed mainly by young workers, regional women's associations formed mainly by housewives and parents, and teachers associations (PTA), All of these engage in various activities accoridng to the needs of the particular region and have national liaison bodies.

In addition, there are organizations for the promotion of study and advancement of their members for varied purposes which are not necessarily formed on a regional basis. Most of these are

associations of people with some common interest, and their membership is generally smaller than that of regional organizations.

(b) Organizations for External Social Education projects as well as the Study and Advancement of the Members

These are organizations consisting of specified members which emphasize external projects and activities for the promotion of social education as well as the study and advancement of their members. The organizations in this category are youth organizations, women's organizations, etc., formed on a regional basis or by interested persons. Some have national bodies, but most engage in small-scale activities in local districts.

(c) Organizations Devoted Exclusively to External Social Education Projects

There are also organizations undertaking exclusively external projects for the promotion of social education. They include organizations carrying out general projects for the promotion of social education and liaison and adjustment work in social education. Organizations, those providing social education through correspondence, those working for the promotion of audio-visual education, those concerned with the testing of knowledge and skills, those working for the establishment and improvement of social education facilities, those for the promotion of physical training and recreation, and various other organizations related to the promotion of social education.

Other Organizations Essentially Related to Social Education

b. Although social education organizations are mainly involved in projects related to social education, there are many organizations with other aims which attach improtance to the study activities of their members or exercise some educational influence through their activities.

Such organizations include political and economic organizations, producers' and industrial organizations, welfare organizations, religious organizations, labor organizations, academic organizations, clubs, independent local bodies, etc.

(2) Changes in Social Conditions and Organizations

With increasing alienation due to the intensive development of an automated society and decreasing human intercourse due to urbanization, the role of social education organizations is becoming more and more important. In promoting and improving such organizations, however, the following problems should be kept in mind.

(a) Functional Specialization of Organizations and Attention to Activities of Other Organizations than Those Related to Social Education

In both rural villages and urban areas, the diversification of living conditions results in the division of large comprehensive groups into small groups with specific objectives. Since the activities of such groups will become more and more important in the future, attention should be paid to the types of activities required in contemporary society, so that many groups with specific objectives may be created and participation in those groups will be encouraged.

Furthermore, in consideration of the importance of the educational roles which not only educational organizations but also manufacturing organizations have been playing, attention should be paid to the educational activities of these organizations.

(b) Promotion of Active Interest in Affiliation with Organizations

Although most organizations are joined voluntarily by individuals, there are some in which affiliation is automatic through superficial formalities, so that each member's intention in participation is not especially clear, In such cases, the members lack a sense of loyalty to and zeal in the organization, and adequate achievement does not result from study. A study should be made of how active interest in affiliation with organizations can be promoted in coping with these problems.

(c) Consolidation and Development of Small Groups of Interested Persons

There are very many small groups formed by interested persons, which are usually called "clubs" or "circles." While these organizations carry out activities according to their respective objectives, there are some which disintegrate themselves before becoming firmly established as an organizations due to ambiguity in

the purpose of their activities, lack of zeal, or lack of initiative. Therefore, efforts should be made to support and develop these essential requirements for organizational activities. Inasmuch as many small groups will be formed in the future, efforts should be made to support them and to promote liaison and consultation for closer cooperation among similar groups.

(d) Reexamination of Regional Organizations and Development of New Regional Activities

Such regional organizations as regional youth associations, regional women's associations, etc., should reexamine their existing structure and activities in consideration of social conditions and changes in population distribution, and devise ways of improving their structure and management in order to incluse activities to deal with problems common to local communities. In addition, in housing complexes and other newly developed areas, the emergence of new regional groups and activities of this sort are desired. In regard to PTA organizations, it is necessary to establish basic objectives to improve the understanding of education at school and at home and to strive for the sound growth of children through the cooperation of parents and teachers.

(e) Promotion of the Activities of Young People's Organizations

In view of the need for providing children with opportunities for group training to compensate for the declining number of children per family and the desire of young people moving to urban areas, as well as for opportunities for association with friends, group activities for young people and children must be actively promoted in the future so as to enable them to understand group life and appreciate their responsibilities and activities as members of society.

(f) Providing More and Better Leaders and the Establishment and Improvement of Facilities

Although a very important role is played by those people who assume a leading position in the development of organizational activities, we are now faced with a shortage of such leaders. It is also an urgent task to strive for the improvement and increase of facilities for organizational activities.

(g) Strengthening of the Financial Basis of Social Education

Membership dues, business revenue, monetary donations, subsidies from public entities, etc., usually form the major sources of income for the management of organizations, but there are some cases, in which they remain inactive because of poor financial resources.

In view of the importance of independent activities in social education, it is necessary to supplement independent revenue sources based on contributions by the members of organizations, in order to further their activities.

Impartial appraisal should be made of the significance and accomplishments of these organizational activities, but the National Government and local public entities should attach importance to the social and public significance of organizational activities while respecting the independence of each organization and should provide financial assistance, tax exemptions, etc., for further promotion of their activities. The promotion of organizational activities through financial assistance from private foundations, etc., is also desirable.

(h) Developmental Support of Organization for the Promotion of Social Education

Most organizations for the promotion of social education are legal persons of a comparatively large size, but there are some whose business activities are inadequate. Accordingly, it is necessary for the established organizations to increase and improve their activities in the future and for specialized organizations to be created for specific purposes in conformity with the actual needs and social demand.

4. Social Education Facilities

(1) Existing Facilities

Types of Facilities

a. Social education facilities vary in the content and methods of social education activities. Their founders include not only public entitles but also private organizations and private individuals, and sphere of their use is also varied, ranging from a limited area centering on

neighboring residential districts to much wider regions.

From the viewpoint of the objectives of their establishment, facilities for social education are classified into facilities, such as public halls, libraries, museums, gyms, youth centers, etc., which are established for the exclusive purpose of social education activities, and those like school education facilities, welfare facilitiess, vocational training facilities, agricultural training facilities, etc., which were not orginally designed for social education, but actually prove useful in the promotion of social education.

In thinking about facilities for social education it is necessary to consider all of the facilities mentioned above, but in the following only the former types will be dealt with.

Existing Facilities

b. Social education facilities in Japan have been remarkably developed particularly since the end of World War II, many new facilities such as public halls, youth centers, etc., having been established, and their number is steadily increasing each year. Nevertheless, their absolute number is still small and there are regional differences. In addition, there are many which fall to provide adequate activities commensurate with their essential objectives for such reasons as shortage of specialists, inadequacy of facilities, equipment and materials, lack of consideration for management, etc.

(2) Change in Social Conditions and Facilities

In expanding social facilities in line with the growth in the demand for education, it is necessary to solve the following problems.

(a) Systematic Establishment, Improvement, and Location of Facilities

It is necessary to formulate programs for the establishment and improvement of various facilities in compliance with needs and demands while taking into account the objectives, functions, and sphere of use, regional population, traffic conditions, etc. In this regard, facilities should be systematically located according to their nature as daily life facilities or more general facilities. When the National Government and local public entities make regional development plans, the development of social education facilities should be incorporated into the plans and consideration should

be given to securing the necessary land. Inaddition, it is necessary to give due ocnsideration to opening to the public schools and other educational facilities and equipment.

(b) Specialized Facilities and the Development of Comprehensive Facilities

Since the demand for education is rising in level and diversification facilities are also necessary to provide specialized services. In this regard, in the sparsely populated areas, because of the difficulty of establishing specialized facilities in each town and village, it is desirable to establish joint facilities for several towns and villages in order to more effectively respond to demands.

It is also necessary to integrate specialized facilities into facilities with a comprehensive function. Although the functional specialization of facilities should be promoted, the need is also great for comprehensive facilities to allow the inhabitants of a particular local community to deepen their mutual relations and engage in voluntary activities.

(c) Renovation and improvement of Facilities in Urban Areas

In accordance with the needs and living environment of urban residents, it is necessary to actively renovate and improve social education facilities by establishing and improving, for example, public halls for the development of regional solidarity, small play grounds and gyms for sports, and child education facilities for the development of human character.

(d) Meeting conditions for the Improvement of Content

Since advanced activities and attractive content will be strongly required of social education facilities in the future, strenuous efforts are necessary for the improvement of material conditions. And, in view of the extremely important roles played by staff members in the management of facilities, it is essential to increase the full-time staff in all facilities and promote training to improve their ability.

(e) Increasing Cooperation with Other Facilities

There are many cases in which various social education facilities attempt to perform all the activities single-handedly, but actually

provide rather imperfect and unsatisfactory services. It is necessary to improve such services in the future by setting up liaison bodies for similar types of facilities for joint projects or by instituting a strong cooperative system between the specialized and general facilities or between facilities covering a wide area and those covering smaller residential areas. Social education facilities should also endeavor to improve their management in cooperation with other related facilities.

(f) Expansion of Public Investments, Etc.

The National Government and local public entities should supplement the budgets for the construction of social education facilities in realization of the fact that such facilities are an essential part of the living environment.

(3)

(a) Public Halls

Public halls, which were established to aid in the reconstruction of the country in the chaos following World War II, have been gradually established and improved, but very few have been built in large cities compared to rural villages and smaller cities. In addition, there are regional deficiencies in management. Consequently, it is necessary to solve the following problems.

(i) Public halls should be expanded as a place of study for each local inhabitant, as a place for people to discuss things, read, and deepen friendships, as a place for various organizations for social education to deal with and promote the improvement of the regional environment and as a place of education for children and young adults. In addition, in urban areas as well, the significant roles played by public halls in developing solidarity among new citizens must be more fully appreciated.

(ii) Public halls are basically social education facilities for people in their daily life. It is therefore necessary to promote the systematic location and establishment of such facilities in conformity with the conditions of each municipality. In parallel with the progress of urbanization, positive study

should be made of the possibility of opening public halls to commuters from other areas and of establishing public halls at terminal stations for the inhabitants of a wider region. When public halls are established in cities, it is necessary to devise unque methods of establishment, for example, the simultaneous establishment of halls and other types of public facilities.

(iii) Consideration should be given to sports and recreational activities, the dissemination of information to local inhabitants, the provision of counseling services, etc., as a means of responding to a wide variety of needs.

In order that public halls will be easily accessible, it is necessary to set up lounges, discussion rooms, and nursing rooms. Furthermore, when public halls are used as a place for preparing, discussing, and evaluating programs for regional development through cooperation among various regional organizations and the related governmental agencies, the staff members of the halls should be given an appropriate role.

(b) Libraries

Public Libraries were the first facilities to appear in the process of the development of social education in Japan and have been used by the general public ever since, but are still inadequate in number and are at an extremely low level compared to the international average in terms of both the number of books and the amount of annual purchases. Particularly noticeable are the incomplete mechanism of service and the inadequate library service network. But their role is very great as key facilities for extending benefits to people for study, research, and surveys and for providing them with highly developed and specialized knowledge and information. Therefore, the following points should be kept in mind.

(i) It is vital not only to promote their establishment in cities but also to establish libraries in towns and villages—one for each town and village, a joint library for several towns and villages, or a library room in a public hall. What is the most important is to enlarge and improve the library service net-

work by linking together branch libraries, library rooms in public halls, book distribution centers, bookmobiles, etc., and increase consultation services and guidance on book reading to cope with the recent deluge of publications.

(ii) Strenous efforts should be made to increase and renew materials. As to improving the volume of materials, libraries should copperate with each other by allocating among themselves the roles of collection, preservation, and lending-out of materials for rational and effecient operation. In addition, efforts should also be made to improve and increase materials other than books, including audio-visual materials, the importance of which has been increasing in recent years.

(iii) Public libraries should endeavor to establish a much more extensive service system by tying up with university libraries and specialized libraries. In view of the present state of private libraries and promote the functional division and cooperation between public and private libraries in the future. In addition, it is essential to improve library functions by encouraging private enterprises to open their literature and information centers to the public and render the service of llending out their materials.

(c) Museums

Museums make real and model materials available to the public and conduct research on such materials, whether they are fine art museums, history museums, science museums, industrial museums, zoos,, botanical gardens, or aquariums. The number of visitors to these establishments have shown a sharp increase and general interest in them has been growing. Nevertheless, many museums suffer from a shortage of materials and educational provisions. Since education in history, art, science, etc., serves to increase knowledge, enrich human values, and develop creative ability, it is important to consider museums not only as a place of preserving and exhibiting articles but also as a place of study for the creation of future industries, culture, and life in Japan. In this regard, the following should be kept in mind.

(i) Efforts should be made for the modernization of facilities

and equipment, systematic collection and renewal of materials, and the improvement of educational activities.

(ii) In order to eliminate regional differences in museum quality and quantity, it is imperative to establish unique museums with consideration for regional circumstances in small cities, towns, and villages as well as in prefecture and large and medium-sized cities.

Travelling exhibitions should be provided for areas in which museums have not been established yet, and efforts should be made to eliminate regional deficiencies through mutual cooperation among museums in loaning materials from with many materials to museums with insufficient materials.

In addition, although such establishments as museums are being built by local public entities and private enterprises in connection with the development of the tourist business, cooperation with these establishments should also be increased.

(iii) Efforts should be made to involve museums in systematic study activities at school and in social education. In relation to school education, school children should be encouraged to make effective use of museums. In relation to social education, efforts should be made for liaison and cooperation among museums, social education facilities and organizations for social education, so that museums can be used for inspection, research, and study in connection with the educational activities of such facilities and organizations.

(iv) As for private museums, favorable measures and other active promotion measures should be taken by the National Government.

(d) Educational Facilities for Children and Young Adults Educational facilities for children and young adults are social education facilities established for various types of training and organizational activities. There are, for example, youth centers for residential group training, urban youth centers for social activities and study, children's culture centers for education in scientific knowledge, the development of human values, and personal guidance, child-

ren's nature homes for outdoor activities, residential group training in the natural environment, etc. But their absolute number is still small and the number of staff members is also inadequate.

In this regard, the following points should be kept in mind.

(i) A precise functional division should be made among different facilities according to the age, aim of use, and activities efforts should be made for the improvement of facilities, equipment, and management, and cooperation with various social education facilities should be facilitated.

(ii) As for urban youth centers, efforts should be made for their quantitative expansion in conformity with the concentration of young people in urban areas and steps should be taken for their easy use while adapting them to youth activities.

As for children's culture centers, in view of the trend for growing interest in science among children, and loss of opportunities for experiments and practical training, their facilities and equipment should be modernized and large-scale centers should be systematically created.

In addition, in view of the shortage of playgrounds in cities and the increase in accidents involving children, steps should be taken for putting plazas, gymnasia, school grounds, etc., to positive use for the activities of children and young adults.

(iii) Along with the progress in urbanization in recent years, the natural environment, which is indispensable to the sound mental and physical growth of children, is gradually being lost. Therefore the facilities and equipment of children's nature homes should be improved, and cooperation with homes, schools, etc., should be accelerated for their effective use in order that children may be able to engage in field activities and enjoy experience and learn the spirit of discipline, cooperation, service, etc., and develop sound human values through residential group training to promote sound mental and physical growth.

(iv) As for youth centers, efforts should be made to provide a natural environment and complete facilities and equipment

for training with a suitable number of staff members and to improve their quality. As for public youth centers, efforts for their improvement should be made with emphasis on the establishment of medium-size youth centers.

(v) As for national youth centers, efforts should be made to promote their establishment with attention to their location in each regional bloc at the places considered practicable geographically and economically. And steps should be taken to secure an adequate number of instructors so as to ensure effective management.

(vi) In establishing educational facilities such as children's nature homes, youth centers, etc. It is necessary to select sites with an attractive natural environment, geographical advantages for various out-door activities, etc. In order to meet this purpose, due consideration should be given to the effective use of forest lands owned by the National Government and local public entities as sites for these facilities and activities.

(e) Social Sports Education Facilities

Although social sports education facilities are indispensable in order to meet the demand for physical training and sports activities, public social physical training facilities account for only 7% of the total physical training facilities of the country including physical training facilities in schools and commercial physical training facilities, and only less than 30% of those public social physical training facilities are equipped with night-time illumination facilities and instructors. Attention should therefore be paid to the following points.

(i) At the level of the national government, prefectural government and municipal government, establishment and improvement plans should be made, standards for facilities should be prepared, and the necessary funds should be provided in consideration of the sports population and the future outlook, financial resources, facility use. Efforts should be made for opening sports classes, increasing the length of time for their use, and improving their equipment. And the facilities and equipment for physical training and sports should be fur-

nished in such social education facilities as public halls, youth centers, children's culture centers, nature homes, etc. In addition, as far as circumstances permit, efforts should be made to open State-owned lands (including rivers) to the general public and for the utilization of physical training facilities at schools and the effective public use of business facilities.

(ii) In establishing new facilities, their sites and content should be carefully chosen in conformity with the life of the local inhabitants so that the people may use them easily. Also, in relation to the recent trend toward motorization, the establishment of regional facilities for outdoor activities including natural part, camp sites, vacation villages, etc., should be promoted so that people can enjoy physical recreation in the country during vacations and on the week-end.

(iii) Andio-Visual Libraries

Audio-visual libraries are for the preservation and lending of various audio-visual materials and the provision of advice and guidance in their use as a means of facilitating the use of audio-visual materials and equipment in social education and school education. At present, there are two types of audio-visual libraries, one managed as an educational facility and the other as one of enterprises undertaken by local boards of education.

In step with the development of audio-visual education during the postwar years, audio-visual libraries have been established in many local districts. In addition to prefectural libraries, there are regional audio-visual libraries founded by municipal Governments, jointly by several municipal Governments, or by private organizations. But there is a sizable gap among prefectures in the number of such regional audio-visual libraries, many of which are rather vague in their purpose and inadequate in terms of facilities, equipment, budget, staff, etc.

The following points should therefore be kept in mind.

(i) The functions of audio-visual libraries have for the most part been limited to the lending of 16-mm. films, but efforts

should be made in the future to promote the quantitative expansion and diversification of materials and equipment, posal, to provide guidance and to provide new information concerning audio-visual materials,thereby enabling libraries to play a role as centers for teaching materials and information for the local inhabitants and schools.

(ii) The sphere of activities should be precisely defined and co-operation should be strengthened between libraries and audio-visual libraries, including prefectural and regional audio-visual libraries. As for regional audio-visual libraries in particular, efforts should be made for better geographical location in consideration of service area. And the basis of their establishment, management, and operation should be clarified, necessary expenses should be appropriated by the Government, and efforts should be made in staffing and in the improvement of their quality.

5. Leaders for Social Education

(1) Existing Leaders

In speaking of leaders for social education, one is apt to limit himself inflexibly to those people who are definitely regarded as leaders from their roles and official titles, such as executive officers of organizations, lecturers and advisers of classes, training courses and sports clubs, staff members of facilities, staff members of official administrative agencies, etc. But there are many other people like the leaders of private enterprises, those concerned with mass media, etc., who are exercising substantial educational influence on others in various ways and places or are playing a promoter type role in helping other people to study. Since the role of these people cannot be ingnored it must be realized that leaders in social education include many types of people.

(2) Changes in Social Conditions and Leaders

a. Probems for Leaders in General

Leaders in social education should not be authoritarian or commanding persons, but should strive to develop the desire for improvement, arrange for independent study, and work to improve the results of

study.

In order to play this role, they should deepen their understanding of their responsibility as leadre and develop an understanding of the actual state of society on the one hand, while mastering methods of guidance for promoting the effective development of education on the other. General Problems requiring study with regard to future leaders include the following.

(a) Increase of Voluntary and Competent Private Leaders

It is the energy of interested leaders in private circles that should form the nuclear force in promoting the development of independendent study in the future. Therefore it is imperative to find not only persons of learning and experience but also a large number of people who can exert educational influence on others indirectly or temporarily in various aspects of study in daily life.

(b) Diversification and Specialization of Types of Leaders and Their Training

Since the content of social education will be further diversified and highly advanced in the future, leaders must be of better quality and ability. It is necessary in the future to train specialized leaders for each area of guidance (such as sports, recreation, consumer education, youth and child problems, social services, international understanding, etc.), for each role and function (such as the management of organizations, the preparation of programs, the survey and assessment of results, etc.) for each educational level.

(c) Contribution to Social Education by Those Concerned with Mass Media

While television and radio programs, movies, newspapers, magazines, etc., exert a great educational impact on the people, the people in charge of planning, etc., for these media must realize the importance of the role they are playing in social education, guard against the danger of commercialism and harmful influences, and further endeavor to contribute to the development of social education activities. It is also desirable for those assuming a leading position in social education to use mass media actively for educational activities to raise the people's interest in mass

media and to promote qualitative improvement.

(d) Increase and Improvement of Leaders for Children and Young Adults It is essential to find among children and young adults those having the potentiality of independent leadership, to train them as leaders, and to have them fully develop their potentiality. And spontaneous and self-sacrificing activities by adult leaders are further required in the future for the sound growth of young people.

(e) Increase of Administrative Officials in Charge of Social Education and Their Cooperation with Related Administrative Officials
The mission in the promotion of social education of administrative officials in charge of social education is of great importance. At the same time, in view of the great role of the Agriculture and Forestry Ministry and the International Trade and Industry Ministry in regard to knowledge and technology for production, the Labor Ministry in regard to vocational training and labor market stabilization, the Welfare Ministry in regard to health, sanitation, and social welfare, the Justice Ministry in regard to legal protection, correction and human rights protection, and the Finance Ministry in regard to economic life, etc., it is necessary for the administrative officials in charge of social education to keep in close contact with these administrative officials. In addition, it is desirable for those in fields of administration other than educational administration to realize the importance of the educational activities under their respective jurisdiction and acquire knowledge and skills in social education, in order to improve the effectiveness of projects and contribute to the improvement of the people's life.

(f) Improvement of Leader Training
In view of the importance of leaders, efforts should be made for the expansion of projects for training. It is desirable for various private organizations to undertake this type of project on their own initiative. In the meantime, there is a need to examine the present training projects of the National Government, local public entities, and universities and promote their improvement and expansion. Particularly, in regard to the National Training Insti-

tute for Social Education, as a center for the training of leaders in social education, efforts should be made for its improvement and expansion, in order that training projects for highly specialized leaders may be established.

b. Problems for Each Type of Leader

(a) Private Leaders

(i) Organization Leaders

Among the leaders of various organizational activities, there are those who play a leading role inside the organization, and those who play a leading role inside the organization, and those who exercise educational influence on the organization from the outside. In the future, the training of leaders for organizational activities will have to be stepped up in regard to the forming of organizations, the expanding of organizations, the managing of organizations, the planning of projects to provide activities for specific purposes and for the promotion of cooperative education among various groups.

(ii) Facility Leaders

The increase and improvement of instructors in private social education facilities are also essential. In this regard, the improvement of the study activities by these people is desired with respect to the drawing up of plans for the use of facilities, the discovery and placement of leaders, and the effective implementation of public information activities.

(iii) Among class leaders, the leaders of training courses and various other gatherings, and lecturers, advisers, and participants, there are many people who are voluntarily playing a leading role, with particularly large influence being exercised by lecturers and advisers. Extensive and effective use of human resources must be made by discovering persons of superior talent. In addition, it is also important for the lecturers themselves to master the methods and techniques of social education. The role of advisers is also important, who, being between lecturers and participants, deepen the participants' understanding of the content of lectures and increase the

effectiveness of study.

(iv) Members of Various Councils There are a large number of people throughout the country, who are active as members of various administrative councils, such as the members of the Social Education Council (who give advice to Boards of Education on the preparation of programs in social education or give their views on social education), members of the Sports Promotion Council, the Public Hall Management Council the Library Consultation Council, the Museum Consultation Council, the Youth Center Management Council, etc., which are advisory organs to the heads of the respective organizations. There persons are appointed as leaders in the respective administrative fields, but are essentially voluntary private leaders who, placing themselves between public administration and private circles, act as representatives of the intentions of the local inhabitants concerning social education in order to have them reflected in the administration and management of the facilities. Vigorous activity by such Council members is looked forward to. A large role is also played by instructors in physical training, the education of children and young adults, instructors for women's education, instructors for home education, members of the Committee for the Promotion of Equal Education for Minority Groups, etc.

(b) Administrative Officials

(i) Social Education Officers

A social education officer is a specialist in charge of social education in the secretariat of prefectural and municipal Boards of Education under the provisions of the Social Education Law. Under the temporary provisions instituted when the Social Education Law was amended in 1959, towns and villages with less than 10,000 population are each allowed not to appoint social education officers for the time being, but even in the case of municipalities with more than 10,000 persons, social education officers are not appointed in as many as about one-sixth of them, and the number of

social education officers is rather small even in municipalities where they are appointed. Meanwhile, along with the trend for the content of social education to advance in level and become diversified, the jobs of social education officers are growing more difficult and important. The following problems exist in regard to social education officers.

It is taken for granted that a social education officer must be well-educated, be abreast of the progress of the times, and have advanced specialized knowledge and skill, as well as the ability to obtain and deal with various types of information. Social education officers in municipalities are practical promoters who should help promote voluntary study and step up social education activities in each district. Therefore they must play important roles as planners of social education programs and promoters of study in the regions concerned on the basis of understanding of the inhabitants' desire to study and the educational needs in each district by arousing their zeal for study, planning gathering study programs, making efforts for the discovery and effective use of leaders. Social education officers in prefectures should further play such roles as the promotion of social education administration from the standpoint of the entire prefecture and the provision of advice and guidance to municipal Boards of Education.

Also, study should be made in the future of measures for the elimination of municipalities where social education officers are not yet appointed, of the feasibility of a system in which a larger number of social education officers are appointed in municipalities according to the size of the population, etc. At the same time, efforts should be stepped up for their training by instituting special training courses for social education officers and by having applicants obtain a required number of credits in university courses. Expansion should also be contemplated of the system of recruiting such officers from among school teachers. It is extremely important from relationship the viewpoint of life-long education to

promote a closer relationship between formal education and social education through personnel interchange between school teachers and social education officers.

In addition, in regard to the qualitative improvement of social education officers, it is necessary to stabilize their status and improve of working conditions, as well as to improve in-service education.

(ii) Facility Officials

Officers of Public Halls

It is provided that an officer may be appointed by a public hall as an official in charge of implementing its projects. In reality, however, full-time officers exist in less than one-third of the main public halls. And the specialized nature of their job is not made clear, the qualifiifications for such officers are not defined, nor have any special steps been taken in regard to their status and working conditions. These factors are a bottleneck in finding competent official personnel for public halls.

These officers, who are to be permanently appointed in all of public halls, are required to possess experiences in social education and specialized knowledge and ability in the planning and development of public hall activities.

In the future, it is necessary to establish measures to promote the provision of officers for public halls and to clarify their specialized nature. In deliberating these measures, consideration should be given to the relation of public hall officers to social education officers.

Library Officials

In libraries, librarians and assistant librarians are appointed as specialized staff members. Librarians are required to possess advanced ability and specialized knowledge, since they must select, arrange, and preserve materials prepared and published every year and serve the interests of the users over a wide range of fields, by providing reference services, guidance of in book reading assistance in the selection and use of books, information on the location of books, etc. Under the current

system of librarians, training however, these objectives are not being attained. Accordingly, efforts should be made not only for increasing the number of librarians, but also for improving the librarian training system through better teachers and courses in universities and librarian training courses, the creation of a qualifying examination system, etc. improvement of their working conditions should also be promoted.

Museum Curators

Curators are to be appointed in museums as specialized staff members, but their number is so inadequate that there are many museums in which there are no full-time curators.

Curators must have not only the specialized knowledge required by each type of museum for the collection, preservation, and study of the materials, but also knowledge and skill in social education, which are vital in giving educational exhibitions and providing systematic educational activities for the people.

It is therefore necessary to improve the training system for curators in universities and clarify their status as leaders in social education. At the time, a full-time curator should be appointed for each museum and steps should be taken for the improvement of working conditions in order that they may serve as permanent staff members of museums and use their specialized knowledge and ability.

Instructors at Youth Centers

Instructors in charge of providing guidance to young people in youth centers engage in guidance in various types of training, physical education, field activities, etc., and play an important role in giving advice on the preparation of training programs, personal guidance, group guidance etc. quality of instructors as well as increasing their number, and efforts. In the future, attention should be given to the improvement of the should be made for their training and for the improvement of their working conditions. It is also imperative for all staff members to understand their responsibility and make

special efforts to improve the results of education in youth centers.

Instructors in Physical Education Facilities

What is important in the promotion of physical education is to systematize physical education and sports activities in the facilities and to increase and improve the quality of instructors, since at present these things are far from adequate.

In order to fully implement physical education facilities, it is necessary to establish sports classes at these facilities, promote physical training and sports groups, and provide various types of physical training and sports programs. But the number of instructors capable of performing these activities is very small. In the future, efforts should be made to provide more instructors, train them, and improvement their working conditions.

Part III.
Roles and Emphasis of Social Education Administration

The sort of consideration educational administration authorities should give in the future to social education activities, which are changing with the rapid changes in social structure will be discussed in the following.

1. Role of Social Education Administration

The major role of social education administration lies in promoting and assisting all social education for various types of voluntary study in order to satisfy the educational demands of as many people as possible and promote individual happiness and social development. In rapidly changing society, as the demand for study grows, becomes diversified, rises in level, and expands in scope, the role to be played by social education administration in the promotion and assistance of social education will grow more and more important.

In line with social progress, in the various administrative fields of both the National and local Governments, the types of educational measures originally taken to attain the respective administrative aims have gradually increased in scope, and many of the measures have actually proven effective for social education. Although it is extremely important for social education administration to take various steps while taking such measures into account, the following considerations will be presented in terms of social education administration for the promotion and assistance of social education. Although social education administration, according to the Social Education Law and other related laws and regulations, is to be placed under the authority of the National, prefectural, and municipal Governments, the role of directly responding to the people's demands by promoting social education to meet their demand for study and comply with the conditions and characteristics of each region is played primarily by municipal Governments, and is regionally developed and complemented by prefectural Governments.

(1) Roles of Municipal Governments

The roles of municipal Governments in social education administration are to provide guidance and advice on the establishment and management of social education facilities and on the promotion of voluntary activities on the part of private organizations and leaders,

to sponsor and encourage extension courses at schools, various classes including youth classes, training courses, sports meetings, tournaments, etc., to distribute materials for social education, and to furnish equipment for use in social education.

The key to the promotion of social education in municipalities is to determine the local demand for study and the educational needs of each community and to stimulate their interest in study, but the personnel and funds for social education administration in municipalities are inadequately dealt with on the whole. In social education administration in the future, utmost care should be taken so that unique social education activities may be provided in accordance with the needs of each region with originality.

(2) Roles of Prefectural Government

The major roles of prefectural Governments in social education administration are to establish and manage the social education facilities for a wider region and to provide guidance and advice on the prefectural level in promoting the activities of private organizations and leaders. At the same time, in order to raise the standards of social education, the prefectural Governments have the roles as regional public entities of providing municipal Governments with guidance, advice, and assistance on the promotion of social education by defining the necessary standards for municipalities in regard to the management and operation of the educational institutions within their jurisdiction and by providing municipalities with various information and materials, and of keeping liaison with the municipal Governments within their jurisdiction. With the recent increase in the range of activities of people, greater importance should be attached to these roles of prefectural Governments as regional public entities.

(3) Roles of National Government

The role of the central Government in social education administration is to establish facilities, provide local public entities and private organizations with the necessary assistance, guidance, and advice and to promote the improvement of the national standards of social education. In order to accomplish this, the central Government conducts basic research and engages in planning for the promotion of social education by such means as instituting standards for the estab-

lishment and management of the necessary facilities and those for the qualifications and appointment of leaders, provides local public entities with financial assistance for social education facilities and various types of information, promotes social education activities by national private organizations with such means as their licensing, selection, and support, establishes national social education facilities, and entrusts universities and local public entities with projects and research in social education.

In this way, the role of the national Government in social education lies in respecting, encouraging, and assisting the unique social education activities of local public entities and private organizations, but it is vital for the National Government to endeavor in the future to strengthen and improve the foundations essential to the promotion of social education by taking such measures as establishing more model fcilities covering a wider sphere, training and employing specialized staff members through cooperation with various educational institutions including universities, improving the working conditions of such specialists, and instituting standards for the establishment, management, and guidance of various types of facilities.

2. Changes in Social Conditions and Social Education Administration

In view of the need for the quantitative expansion and continuing qualitative improvement of social education activities in the future, efforts should be made for the overall improvement of social education administration while considering the following points in taking the required steps in social education on the basis of future social changes.

a. Precise Division of Roles and Promotion of Cooperation in Social Education Administration

In order for the central Government, prefectural Governments and municipal Governments to play their respective roles, steps should be taken for the precise division of roles and smooth liaison and coordination among the various administrative agencies. Consideration should also be given to administrative systems from the viewpoint of improving efficiency in the handling of administrative affairs.

b. Promotion of Public Relations and Public Information Activities

Emphasis in social education administration must be placed on the arousing of each individual's zeal for study and on developing their

desire to adapt to rapidly changing society.

For this purpose, extensive public relations and public information activities should be maintained to keep the people fully informed of the significance of and opportunities in social education. In addition, information and education must be given to administrative officials, those concerned with school education, private businessmen, those concerned with mass media, those concerned with various organizations, parents, etc., all of whom are closely involved in social education, thereby ensuring their understanding of and cooperation in social education.

c. Improvement of Environment

The environment of social education must be controlled and improved, in order for social education activities to arouse the people's interest in study and give them as uch opportunity as possible to satisfy their needs. That is, the most intensive efforts must be made in the establishment of social education facilities, financial assistance to organizations concerned with social education, the training and employment of leaders, etc.

d. Administration for Wider Regional Areas

With the increasing availability of information in society and improvements in transportation facilities in recent years, there has developed a noticeable trend for the sphere of social education activities to be increased geographically instead of being limited to the conventional sphere of daily life. That is, it has become impossible to adequately meet the demand for study with the mere establishment of facilities and the provision of study opportunities through conventional municipal administrative units. Therefore it is necessary to determine the prefectural and municipal population for each age group, the geographical distribution, and the degree of population flow in each administrative district, and to promote in conformity with these conditions the establishment of facilities covering a wider area, the provision of oppotunity for mobile social education, and cooperation among the facilities.

e. Formulation of Long-Range Comprehensive Programs

Although it is necessary for the promotion of social education to have an accurate forecast of the trends in educational demand, to

understand the present need for social education, and to formulate long-range comprehensive educational programs based on those conditions, due consideration should be given in formulating these programs to the fact that social education plays an important role in contributing to the development of human values, human abilities, and culture, and in promoting the welfare of the people.

In addition, although various long-range comprehensive programs have been taking shape with regard to national land development, economic and social development, regional development, etc., including basic measures for the expansion and improvement of formal education in the future formulated by the Central Education Council, there is a problem as to how these programs should be coordinated with social education and how the location of social education facilities should be incorporated into those programs.

f. Measurement and Evaluation of Accomplishments

Since the shortage of accurate information and materials have been a common problem in social education administration, the improvement of social education administration should be promoted in the future on the basis of objective measurement and evaluation of the specific accomplishments of various types of social education activities through, for example, implementation of educational projects by other organizations and the analysis of the results of general surveys.

g. Pronotion of Cooperation with Related Administrative Agencies

A conspicious increase has recently been noticeable in such administrative fields as labor administration, welfare administration, etc., where educational functions or considerations are involved. It is therefore important to promote closer cooperation between social education and the related administrative organization with the understanding that the latter's activities have various impacts on social education, and it is desirable to make effective use in such related administrative areas, of the officials specializing in social education also have knowledge and skill in social education. In addition, the administrative authorities in charge of social education should also give adequate consideration to the feasibility of actively introducing knowledge concerning other related administrative areas and providing for personnel interchange with such administrative agencies.

h. Coping with Pending Problems

Although various kinds of distortions and discrepancies inherent in society still remain to be dealt with, social education administration should continue to work on the educational problems related to such problems. Particularly in order to eliminate both psychologically and physically irrational discrimination against people residing in minority communities, which still remain in society, it is essential to actively promote social education to ensure equal treatment of such people by convincing the people that they must show respect for human rights and by improving the educational and cultural standards in such communities.

3. Emphasis in Social Education Administration for the Immediate Future

Of the problems which should be considered in future social education, administration, the most important is the adjustment and improvement of personnel and material conditions in social education as the basis of social education administration. Thus problems related to social education officers and public halls are the key problems in the immediate future.

Consequently, in carrying out social education administration, it is necessary to promote the improvement of those conditions from the following viewpoints while keeping in mind the basic direction of administration stated in the preceding paragraph.

(1) Importance of Social Education Officers and Their Increase and Qualitative Improvement

For the purpose of ensuring effective voluntary study activities on the part of people in the future, it is first necessary to determine the educational demand of the people in municipalities and to consider and systematically prepare measures for stimulating the people's desire for study, for the systematization of study in respective regions and worksites, the utilization of various facilities, the discovery and effective use of leaders, etc. In this regard, much expectation is placed on the efforts of social education officers who have the role of promoting such measures. In order to promote the training and qualitative improvement of social education officers, the following measures should be taken.

a. Increase and Qualitative Improvement of Social Education Officers

Social education officers are to be appointed to the Boards of Education in prefectures and municipalities, but the number of such officers is far from adequate at present. Therefore it is urgent to facilitate their appointment in all towns and villages with over 10,000 population in which their appointment is compulsory, and to also encourage their appointment in towns and villages with less than 10,000 population, where their assignment is optional. It is also necessary to appoint a suitable number of social education officers in each municipality in proportion to the size of the population. As a means of securing the funds necessary for these goals, study should be made of the possibility of increasing local taxes and taking other measures.

Moreover, prefectural Governments, as local public entities exercising jurisdiction over a wide region, should strive for the quantitative increase and qualitative improvement of social education officers while keeping in mind difference in activities between social education officers in municipalities and those in prefectures.

b. Support of the Use Itinerant Social Education Officers

At present, the use itinerant social education officers has already been adopted and implemented in more than 10 prefectures in order to eliminate municipalities in which there are no social education officers and improve the availability of guidance. School teachers are made employees of the prefectural Government and dispatched to municipalities as social education officers, with their pay being customarily borne by the municipal Governments, except in the case of a few prefectures. It is important to promote the availability of guidance in social education, the interchange of social education officers over a wide range of regions, and the combination of formal education and social education in the way indicated above.

c. Appointment of Qualified Social Education Officers for Public Halls, Youth Centers, Etc.

No particular stipulation has been made on the qualifications of officers for public halls. Nor has the specialized nature of instructors at youth centers been clarified. In the future, however, such staff members must be specialists in the same sense as social education officers. It is therefore necessary to appoint those having the qualifications of

social education officers to the posts of officers of public halls and instructors at youth centers. In addition, it is desirable to give similar consideration to the facilities related to social education.

d. Improvement of Training

In order to improve the quality of social education officers, efforts should be made for the expansion of the training courses for social education officers provided by universities and for the improvement the content of such training courses (i.e., types of subjects, content, credits, means of learning, etc.). And study should be made of the feasibility of instituting social education officer training courses in teacher training colleges or taking steps for training social education officers in the "University of the Air" expected to be created in the future. In addition, with regard to the curriculum at universities, measures should also be studied to increase the opportunities for interested students acquire the credits necessary for becoming social education officers.

e. Improvement of Training Courses and Working Conditions

In view of the important roles played by the National Training Institute for Social Education in developing social education leaders, it is necessary to strengthen its training functions, to consider the establishment of long-term training courses and the development of the content of its training courses, and to promote the development of its function as an information center and as a research and development center. For this purpose, efforts should be made to increase and qualitatively improve its specialized and clerical staff.

In order to provide constructive training for those involved in social education in municipalities and in research and development in the content, methods, etc., of social education in conformity with the requirements of each particular region, prefectural Governments should be encouraged to establish social education training centers and study methods of promoting partnership between social education training centers and the National Training Institute for Social Education.

Simultaneously with the stepping up of training for the qualitative improvement of social education officers, it is necessary to improve their working conditions.In additon, due consideration should be given

to the dispatch of social education officers to foreign countries for training as a means of broadening their vision.

(2) New Roles for Public halls and Their Expansion and Improvement

There has been a tendency for the nature and activities of public halls to be not understood very well, but importance should be given to the roles these halls should play as key social education facilities in the broad sense of being community centers, particularly in the formation of new communities and the development of human values in response to various demands for daily study activities. Efforts should be made to improve the functions of public halls on this basis through an increase in facilities and specialists, and at the same time it is necessary to promote the creation of public halls in districts where they have not yet been established, whether in urban areas or rural villages.

For this purpose, the central Government must keep the following points in mind in formulating specific measures promptly for the establishment and improvement of public halls and in making strong efforts to improve administrative guidance.

a. Promotion of the Effective Location of Public Halls and the Improvement of Their Staff, Facilities, and Equipment

Programs for the establishment and improvement of public halls have been exceptionally delayed both in quality and quantity, that is, in terms of the number of halls, the state of the installed facilities and equipment, and the qualitative improvement of the staff. The location of public halls has also become rather unrealistic. Consequently, it is vital for the National Government to formulate rational standards for the location and size of public halls and ofr staff sppointment and to take measures for securing the necessary funds to meet those standards through financial assistance and the allocation of funds by the central Government.

b. Study of Efficient Management Methods for Public Halls and Improvement of Their Management

The central Government should conduct a survey of the use of public halls, define various ways and means for public halls to perform effectively the educational activities suited to their aims, and provide guiding principles for introducing such ways and means in conformity

with the needs of each particular region. In addition, it is also essential for the central Government to encourage local public entities to take such steps for raising the functional efficiency of public halls as the promotion of cooperation between public halls, their partnership with specialized facilities like libraries, child education facilities, etc., and provide more guidance and advice to local public entities for further improvement in the management of public halls.

Especially in view of the rapid progress in urbanization, spontaneous study activities should be promoted in large metropolitan areas to facilitate the development of regional solidarity, and the significance of public halls as a place for local citizens to build a comfortable society to live in should be realized more fully.

CONCLUSION

Social education is confronted with various new problems due to changes in social conditions such as the progress in industrialization, the availability of greater amounts of the growth of the middle- and old-aged population, the concentration of population in urban areas, the growing tendency toward the nuclearization of the family, the increase in the educational standard, etc. In consideration of this, this Council has presented the roles and problems social education should deal with in the future, the basic direction of which will be summarized below in conclusion.

(1) Broadening of the concept of Social Education. Social education in the future must be broadly understood not only in the narrow sense in terms of the classes, lecture courses, etc., that have been encouraged and promoted, but also in the generic sense of all activities for improving the various study activities of the people. In this sense, social education in the future will depend to a great extent on the initiative and endeavors of each citizen.

(2) Systematization of Social Education from the Viewpoint of Life-Long Education. Social education in the future should be reorganized from the viewpoint of life-long education. For this purpose, home education, formal education, and social education should have specific roles and be kept in close cooperative relationship. It is also necessary to keep the content of social education abreast with diversification in personal life and desires stemming from social change and with changes in the problems of each age group.

(3) Improvement of Educational Content and Methods for Meeting the Variety of Demands. The content and methods of social education, of which there is a large variety, must be further improved in level and diversified in line with the general improvement in the average level of education and the complication of society. For this purpose, further improvement and development should be promoted in regard to participation in social education, education content materials, etc. In addition, as to the content of social education, restoration of good human relations and living conditions should be made a major goal, and particular emphasis should be placed on cultural development,

the improvement of physical training and recreation, the promotion of home education, the improvement of home life, the development of occupational knowledge and skills, the formation of greater social solidarity, the development of international awareness and understanding, etc.

(4) Promotion of Organized Activities and Voluntary Activities

In order to promote human refinement and develop social solidarity, group activities in social education should be developed more actively. In that event, it is necessary to promote the activities of small groups for specific purposes while improving the system and management of conventional regional organizations and promoting the development of regional activities consonant with the needs of new regional communities such as housing complexes, etc. Importance should also be given particularly to active voluntary activities on the part of private citizens.

(5) Emphasis in Social Education Administration. It is essential to rapidly increase and qualitatively improve facilities and leaders for social education, since they form the basis for the promotion of social education. For this purpose, the administrative authorities in charge of social education should implement the systematic establishment and improvement of social education facilities while taking into account their aims, types, sphere of use, efforts on the part of private circles, etc., and realize an overall increase in the number of leaders by such means as discovering able private leaders, increasing personnel in charge of social education administration, and promoting the improvement of their quality.

ANNEX I. STATISTICAL DATA

I. Social Changes

- 1 Change of Population by Age Group
- 2-(1) Trends in the Size of Households
- 2-(2) Number of Married Woman Employees (Excluding Agriculture and Forestry)
- 3 Percentage of Population and Size of Urban Areas
- 4-(1) Percentage Distribution of Age Group by Level of Education
- 4-(2) Percentage Distribution of Employees by Level of Education
- 5-(1) Percent of Employees by Type of Industry
- 5-(2) Trends in Input of Information by Media.

II. Content of Learning, Learning Activities etc.

- 6 Desires for Learning Content
- 7-(1) Trends in the Spred of TV
- 7-(2) Hours of NHK Broadcasts and Percentage by Content
- 8 Number of Courses and Trainees by Learning Content in Social Correspondence Education
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- 10 Number of Members of Social Education Organizations

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- 11-(1) Number of Social Education Facilities
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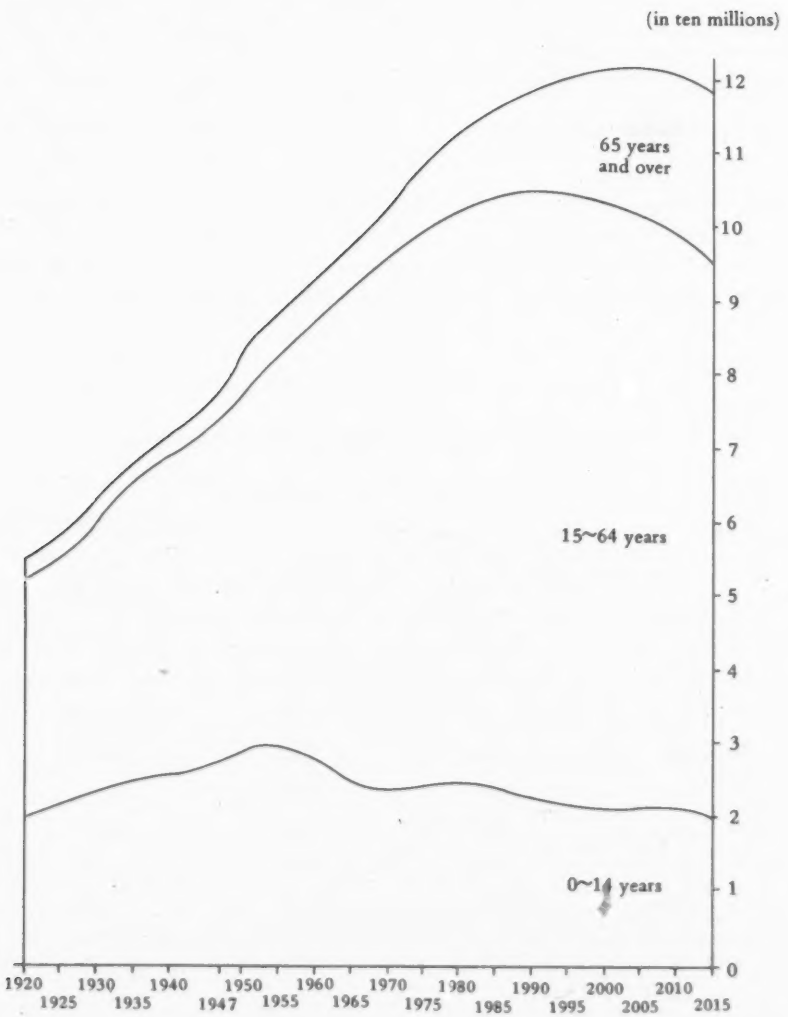
IV Personnel (Including Professional Staff) in Social Education

- 12 Number of Personnel (Including Professional Staff) in Social Education

V Social Education Expenditures

- 13 Social Education Expenditure and its Percentage in Total Education Expenditures

Table 1. Change of Population by Age Groups



Source: Bureau of Statistics, Prime Minister's Office, Estimation of Population by Age Groups, October, 1969

Table 2 – (1). Trends in the Size of Households

	1960	1965	1970
Percent of nuclear families	60.3%	62.5%	63.4%
Average number of members per family	persons 4.54	persons 4.05	persons 3.69
Average number of child birth per married woman	persons 3.60	persons 3.20	persons 2.72

Source: Bureau of Statistics, Prime Minister's Office, Census

Table 2 – (2). Number of Married Woman Employees

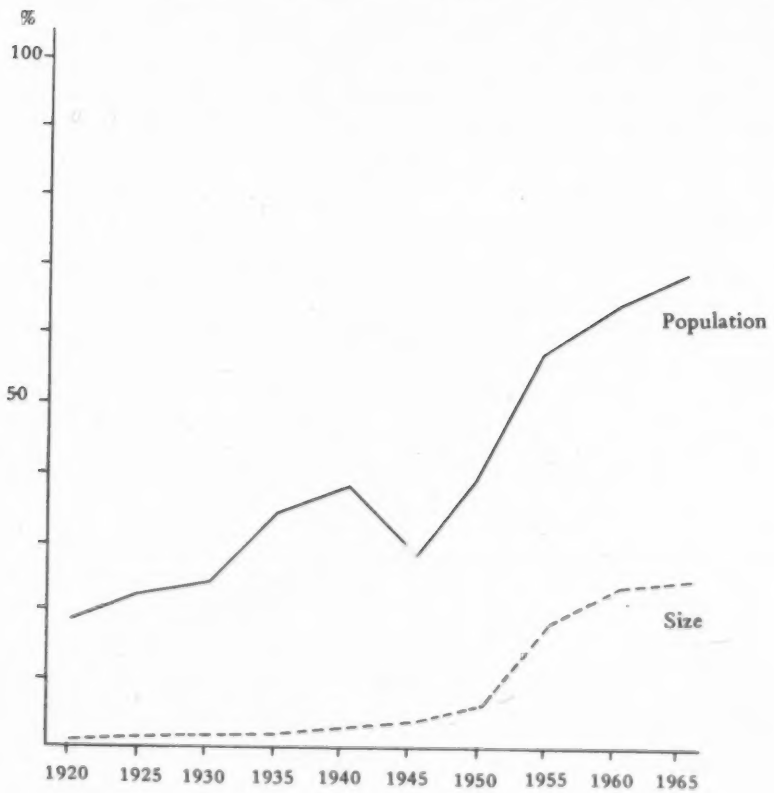
Excluding Agriculture and Forestry)

(in ten thousands)

Year	Number of Married Women 15 Years and Over A	Number of Married Women Employees B	B/A x 100
1965	2,191	300	13.7%
1966	2,232	329	14.7
1967	2,287	378	16.5
1968	2,351	398	16.9
1969	2,402	417	17.4
1970	2,456	450	18.3

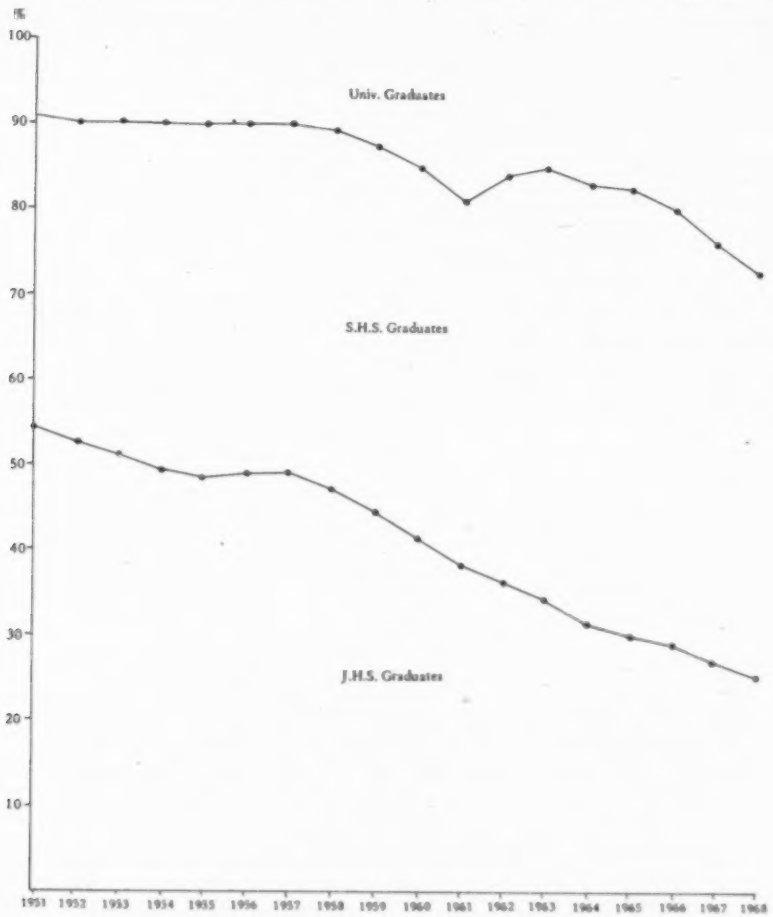
Source: Bureau of Statistics, Prime Minister's Office, Survey on the Labor Forces, 1970

Table 3. Percentage of Population and Size of Urban Areas



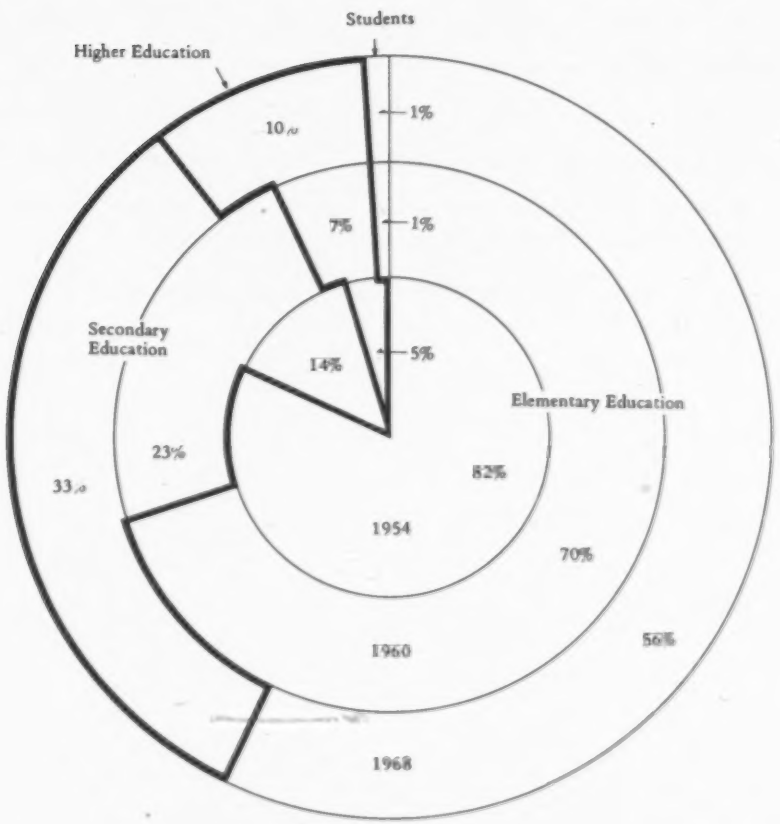
Source: Bureau of Statistics, Prime Minister's Office, Census

Table 4-(1). Percentage Distribution of Age Group by Level of Education



Source: Ministry of Education, Basic School Survey

Table 4-(2). Percentage Distribution of Employees by Level of Education



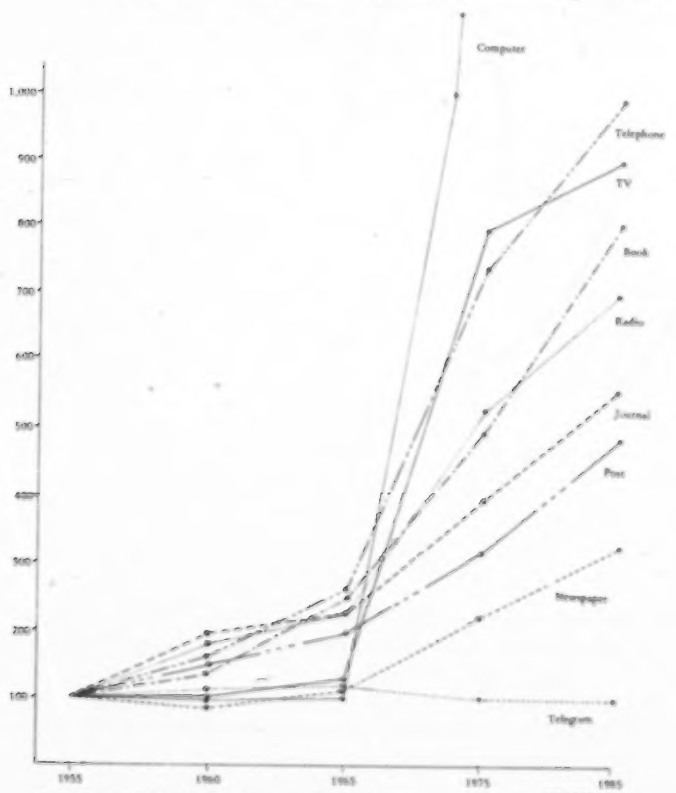
Source: Ministry of Labor, White Paper on Labor, 1970
1954 Ministry of Education, Educational Levels and Types of Occupations in the Working Place, 1967
1960 Bureau of Statistics, Prime Minister's Office, Census
1968 Bureau of Statistics, Prime Minister's Office, Basic Survey on the Structure of Employees

Table 5-(1). Percent of Employees by Type of Industry

Type of Industry	1950	1955	1960	1965	1970
Primary Industry	48.3%	41.0%	32.6%	24.6%	19.3%
Secondary Industry	21.9%	23.5%	29.2%	32.3%	33.9%
Third Industry	29.7%	35.5%	38.2%	43.0%	46.7%

Source: Bureau of Statistics, Prime Minister's Office, Sensus

Table 5-(2). Trends in the Input of Information by Media.



Source: Economic Planning Association, Formation of Post-Industrial Society

Table 6. Desires for learning content
a. men

		No. of Answers	Elevation of Culture	Topics of Society & Politics	Improvement of Tastes	Betterment of Living	To be useful for One's Occupation	To be needed in Home Education	The Others
	Total	12,824	% 19.2	% 22.4	% 17.7	% 8.7	% 19.3	% 6.7	% 6.0
by Occupation	Employer	330	22.1	29.7	11.8	5.5	24.5	2.1	4.2
	Professional & Technical Occupations	1,389	25.5	24.6	20.2	5.7	14.3	5.8	4.0
	Managerial Occupations	645	25.7	31.2	14.1	5.6	15.3	5.0	3.1
	Minor Industrialists	1,500	14.6	26.9	14.3	6.5	24.4	6.2	7.1
	Clerical Occupations	1,831	21.6	27.6	17.7	7.7	14.2	7.5	3.8
	Laborers	2,083	14.7	17.6	16.7	11.1	24.2	9.3	6.4
	Employees in Service	700	14.4	16.9	20.3	9.3	27.3	6.3	5.6
	Workers in Agriculture, Foresty & Fishery	2,288	14.3	22.6	10.1	11.6	26.8	8.4	6.2
	Students	1,452	28.4	12.0	31.7	9.4	8.7	2.7	7.2
	Women at Homes	–	–	–	–	–	–	–	–
	The Others	606	18.8	25.2	23.3	7.9	5.1	6.1	13.5
by Level of Education	Graduates from Ele.S.	–	13.2	20.0	17.0	9.9	18.0	9.3	12.6
	Graduates from J.H.S.	–	13.8	21.8	13.6	10.4	25.0	8.9	6.5
	Graduates from S.H.S.	–	22.3	21.9	20.8	8.2	17.1	5.2	4.5
	Graduates from Univ.	–	26.5	26.7	19.1	5.5	12.6	4.3	5.3

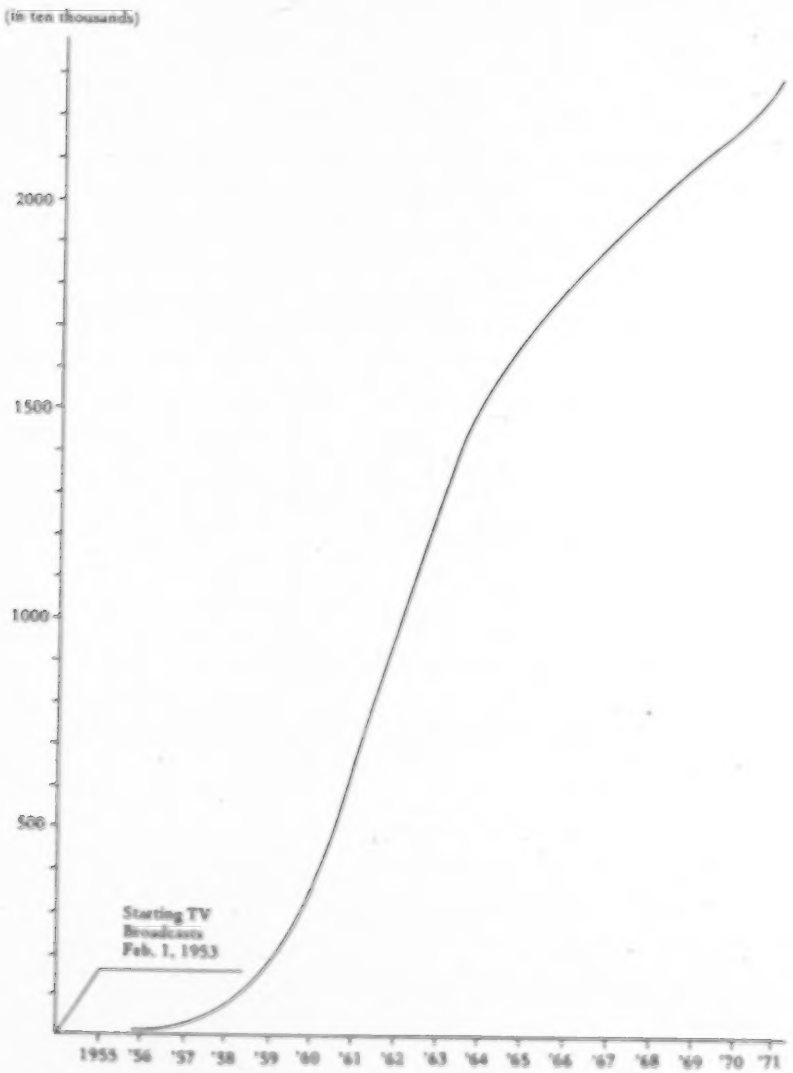
Source: Ministry of Eduction, The Survey on People's Activities of Culture, Physical Training and Social Education, 1970.

b. women

		No. of Answers	Elevation of Culture	Topics of Society & Politics	Improvement of Tastes	Betterment of Living	To be useful for One's Occupation	To be needed in Home Education	The Others
	Total	14,532	% 18.6	% 4 5	% 19.6	% 21.5	% 4.8	% 24.1	% 6.8
by Occupation	Employer	17	41.2	5.9	11.8	11.8	5.9	11.8	11.8
	Professional & Technical Occupations	517	25.3	13.0	23.8	12.0	11.0	12.6	2.3
	Managerial Occupations	33	18.2	9.1	33.3	15.2	3.0	18.2	3.0
	Minor Industrialist	283	15.5	5.3	16.6	17.3	14.5	22.6	8.1
	Clerical Occupations	1,196	25.6	6.9	28.8	16.2	5.7	13.4	3.4
	Laborers	559	18.2	3.4	19.0	21.5	6.3	24.2	7.5
	Employees in Service	940	22.8	4.9	21.1	16.3	11.5	18.7	4.8
	Workers in Agriculture, Forestry & Fishery	1,649	12.4	2.6	10.0	35.1	5.3	29.0	5.6
	Students	1,347	30.0	6.8	32.5	13.9	5.3	6.5	5.0
	Women at Homes	6,883	16.3	3.6	17.2	22.8	2.7	31.4	6.2
	The Others	1,108	14.8	3.5	22.3	17.7	4.2	15.5	21.9
by Level of Education	Graduates from Ele.S.	–	8.7	2.5	13.9	27.8	4.5	23.4	19.2
	Graduates from J.H.S.	–	13.9	2.9	14.0	27.7	5.3	29.1	7.1
	Graduates from S.H.S.	–	23.5	5.3	24.0	16.6	4.6	22.1	3.9
	Graduates from Univ.	–	27.7	12.1	29.1	11.2	4.0	12.7	3.2

Source: Ministry of Education, The Survey on People's Activities of Culture, Physical Training and Social Education, 1970

Table 7-(1). Trends in the Spread of TV



Source: NHK Year-Book

Table 7 – (2). Hours of NHK Broadcasts and Percentage by Content

(TV)
NHK Total

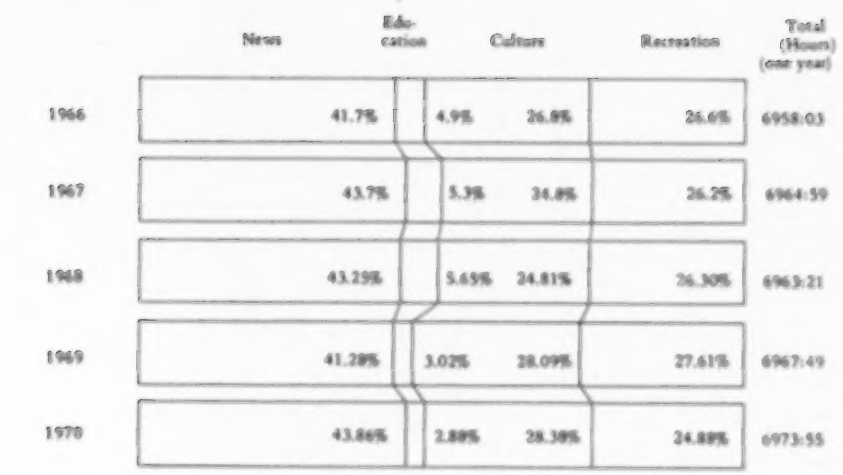
	News	Education	Culture	Recreation	Total (Hours) (one year)
1966	34.4%	9.1%	32.8%	23.7%	6577:13
1967	36.4%	10.2%	29.7%	23.7%	6593:31
1968	38.01%	9.41%	30.36%	22.22%	6603:36
1969	37.92%	9.45%	33.31%	19.32%	6613:57
1970	36.48%	9.45%	35.36%	18.62%	6612:37

Educational Channel

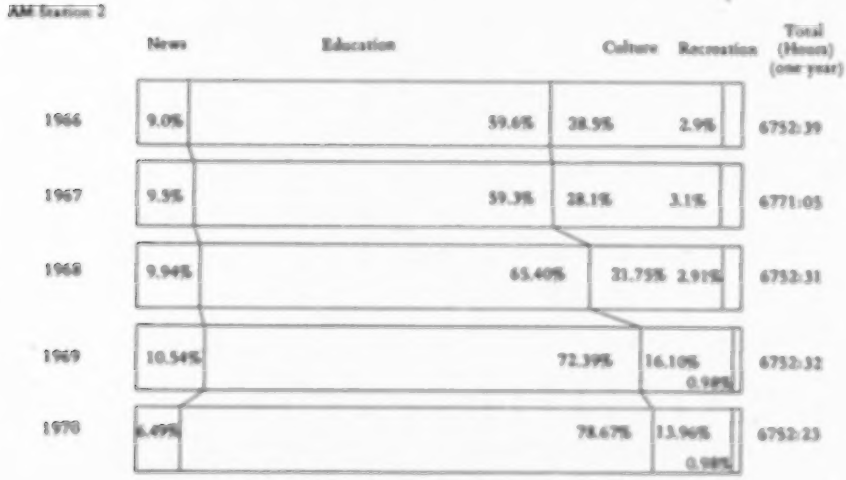
	News	Education	Culture	Total (Hours) (one year)
1966	2.7%	78.4%	18.9%	6099:47
1967	2.8%	77.4%	19.8%	6559:32
1968	2.29%	76.54%	21.17%	6570:34
1969	2.56%	76.63%	20.82%	6569:58
1970	2.32%	79.81%	17.86%	6569:58

Source: NHK Year-Book

(Radio)
AM Station 1



AM Station 2



Source: NHK Year-Book

Table 8. Number of courses and Trianees by Learning Contents in Social Correspondence Education

	Year	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
Clerical Course	No. of Courses	6	8	10	14	16	28	31	42	45	42
	No. of Trainees	40,358	46,554	75,264	97,418	135,970	172,839	201,486	230,047	357,759	281,852
Technical Course	No. of Courses	36	52	50	65	58	73	62	74	73	75
	No. of Trainees	87,614	92,273	82,241	117,412	83,916	87,692	126,164	149,205	151,769	139,912
Cultural Course	No. of Courses	15	18	21	14	22	14	27	29	29	30
	No. of Trainees	49,014	55,851	70,371	40,293	93,540	134,292	168,707	192,253	200,821	203,030
Total	No. of Courses	57	78	81	93	96	115	120	145	147	147
	No. of Trainees	176,986	194,678	227,876	255,123	313,426	394,823	496,357	571,505	710,348	624,794

Source: Materials on Social Correspondence Education authorized by the Ministry of Education.

Table 9. Classes and Lectures in Social Education

– by Type of Participants and by Learning Content –

Year	No. of Classes and Lecture				Number of Percent of Classes and Lectures by Learning Contents					
	Total	Adults	Women	Youth	Occupation Technology, and Production	House-work, Family	Home Education	Culture	Physical Training, Taste, Recreation	The Others
1960	126,714	45,424	60,288	21,002						
1963	114,879	36,813	61,679	16,387						
1968	77,465	36,037	31,433	9,995	3,922	14,785		12,984	4,697	1,967
					(10.2)	(38.6)		(33.9)	(12.2)	(5.1)
1971	58,503	27,692	20,614	10,197	3,163	6,512	12,643	10,354	4,525	1,108
					(8.3)	(17)	(33)	(27)	(11.8)	(2.9)

Source: Ministry of Education, Survey on Social Education

Table 10. Number of Member of Social Education Organizations

	Boy's and Girl's Organizations	Youth's Organizations	Women's Organizations	Adult's Organizations (PTA)	Total
1963	7,524	2,229	11,499	17,740*	38,992
1969	7,329	2,363	9,528	16,300**	35,520

Source: Data from Social Education Bureau, Ministry of Education

* Members of Boy Scouts of Japan, Girl Scouts of Japan, Junior Sea Friends Federation of Japan, Japanese Junior Red Cross, Japan Koteki Band League and National Federation of Children's Societies.

** Members of nation-wide organizations.

Table 11 — (1). Number of Social Education Facilities

Year	Public Hall	Library*	Museum	Educational Facilities for the Youth					Facilities for Women's Education	Audio-Visual Library	Public Physical Training Facilities
				Youth House	City Youth House	Child Cultural Center	Boy's Nature Home	The Others			
1963	19,410	810	294		81	15	0	...	34	513	2,524
1968	13,785	825	338		180	28	0	..	46	499	4,659
1971	14,229	917	345	197	76	32	12	284	66	520	7,154

Source: Ministry of Education, Survey on Social Education.

* Excluding Libraries established in Schools and Enterprises.

Table 11-(2). Number of Museums by Types

Type	Comprehensive Museum	Science Museum	History Museum	Arts Museum	Outdoor Museum	Zoo	Botanical Garden	Animals and Plants Garden	Aquarium	Total
1971	53	42	93	82	3	26	12	25	9	345

Source: Ministry of Education, Survey on Social Education

Table 12. Number of Personnel (Including Professional Staffs) in Social Education

Year	Board Member of Social Education	Supervisor of Social Education	Staffs of Social Education Facilities					
			Supervisory of Public Hall*	Librarian	Professional Staff of Museum	Staff of Youth Facilities	Staff of Women's Education Facilities	Staff of Public Physical Training Facilities*
1963	.....	2,661	3,018	1,311	383	–	–	2,600
1968	37,656	3,104	3,549	1,516	419	409	–	3,001
1971	37,807	3,287	3,612	1,954	447	1,020	99	–

Source: Ministry of Education, Survey on Social Education

*Full-time

Table 13. Social Education Expenditures and Its Percentage in Total Education Expenditures

a. Public and Private Education Expenditures by Field

(in Million yen)

Year	Total	School Education	Social Education*	Miscellaneous Schools	Educational Administration**
1950	173,939	150,991	5,200	3,397	15,351
1955	437,350	398,067	7,785	9,415	22,083
1960	752,209	683,383	14,937	19,339	34,550
1965	1,788,199	1,605,232	40,939	51,855	90,173
1966	2,040,053	1,821,043	51,284	63,039	104,687
1967	2,291,851	2,043,436	60,196	72,039	116,180
1968	2,593,004	2,308,050	69,808	82,686	132,460

Source: Ministry of Education, Educational Standards in Japan, 1970.

* Expenditures paid by local boards of education

** The total sum of administrative expenditures paid by central and local governments and managerial expenditures paid by school juridical foundations.

b. Percentage of Public and Private Education Expenditures by Field

Year	Total	School Education	Social Education	Miscellaneous Schools	Educational Administration
	%	%	%	%	%
1950	100.0	86.8	3.0	1.4	8.8
1955	100.0	91.0	1.8	2.2	5.0
1960	100.0	90.8	2.0	2.6	4.6
1965	100.0	89.8	2.3	2.9	5.0
1966	100.0	89.3	2.5	3.1	5.1
1967	100.0	89.2	2.6	3.1	5.1
1968	100.0	89.0	2.7	3.2	5.1

Note: Actual numbers are given in Table 13. a.

ANNEX II. SOCIAL EDUCATION FACILITIES AND PERSONNEL

1. Social education facilities

(1) Kominkans (houses for citizens or public halls)

'Kominkans' are the major social education facilities established by the municipalities (city, town and village) with a view to improving educational standards of the people in the community and to the betterment exhibitions, physical education and recreation programmes. The total number of them amounts to as many as 14,229.

(2) Youth Centers

They are the facilities designed for the sound development of young people by giving various boarding group training and by sports and field activities. There are two types of activities. One is to cultivate virtues and disciplines and to improve educational standards of the people, and the other is to encourage formation of a wider human relation and learning activities. At present there are 8 centres established by the national Government and 189 by local public bodies.

(3) Cultural Centres for Children

These centres are established by the local public bodies for the purpose of sound development of children by providing facilities and equipment for the dissemination of scientific knowledge and information among children and for experiments and shop-training to children as well as providing guidance on life and enriched experiences, thereby promoting sound and autonomous activities of children. There are 32 children's centres in Japan.

(4) Children's Nature Centres

These centres have been established since 1970 by local public bodies for the purpose of having juveniles understand the value of disciplines and cooperation by giving the boarding group training in natural surroundings, and developing healthy juveniles in mind and body with enriched experiences. The number of these houses amounts to 12.

2. Personnel for Social Education

(1) Social Education Committees

They give advice on the planning of various projects pertaining social education to the respective local boards of education. The respective boards of education appoint constituent members from among school principals, representatives of social education organizations and men of learning and experiences. Ninety percent of the boards of education appoints such members whose number now amounts to 37,807.

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